Lesson Plans

Social Studies

Worksheets

Level 1

Term 1-4

Level 1

Term 1

Level 1 **Term 1** **Week 1** **Day 3**

Interview Cards

Who has ________ colored hair and likes to watch _____.
Who wants to be a ________ when he/she grows up?
Who has __ brothers/sisters named ________?
Whose favorite color is _____ and likes to play_______?
Who has a pet named__ and likes to eat_____?
Whose best friend is named ______ and likes to eat____?

Level 1 Term 1 Week 1 Day 5

About Me

1) My name is________________________________.

2) I am_________________________________ years old.

3) I like________________________ color.

4) I have__________ brothers and_______________

_____sisters.

5) I like to eat________________________________.

6) My best friend's name is__________________________.

7) Color of my eyes is___________________________

_________.

8) My hair is_____________________________________.

Level 1 Term 1 Week 2 Day 1

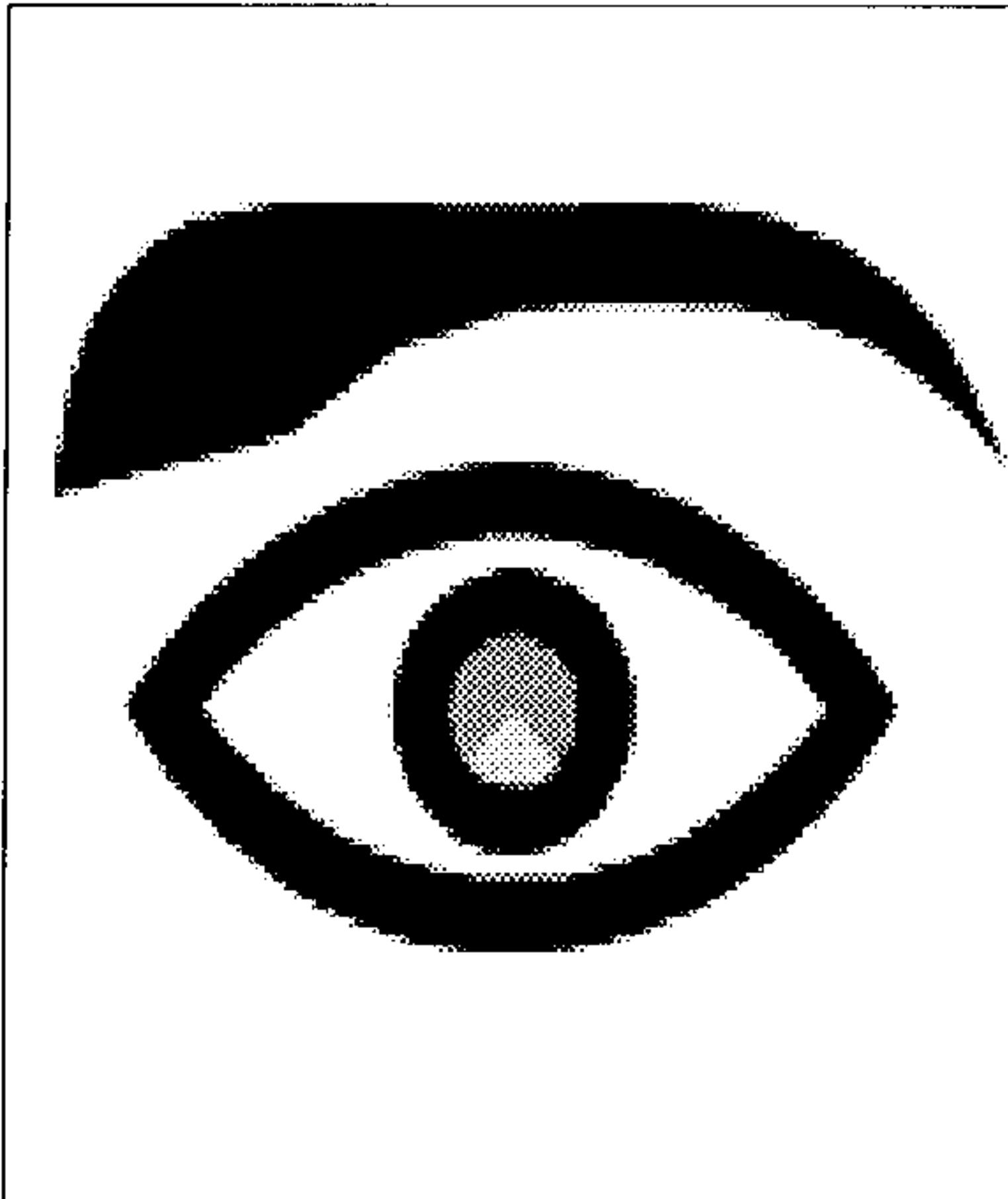
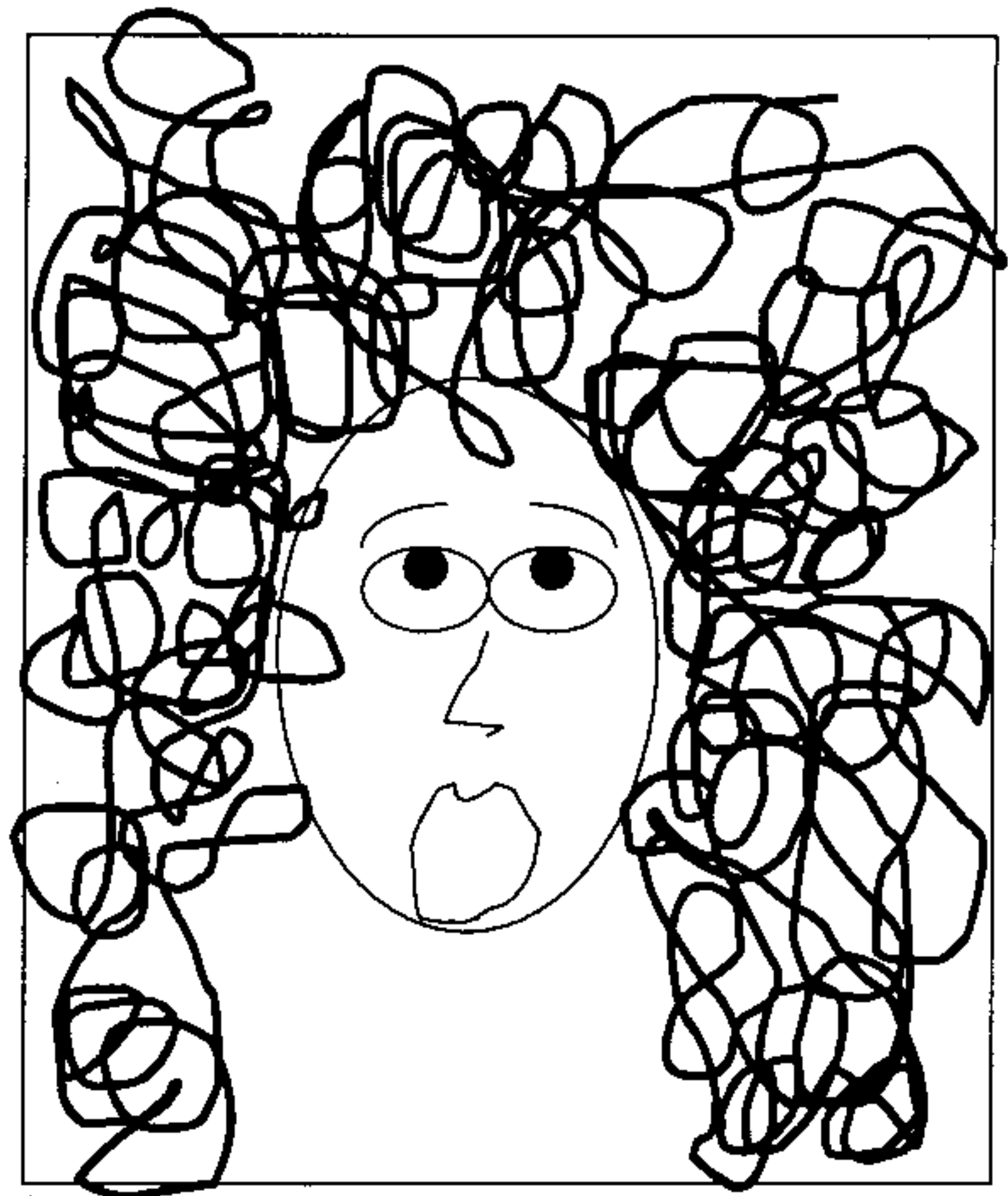
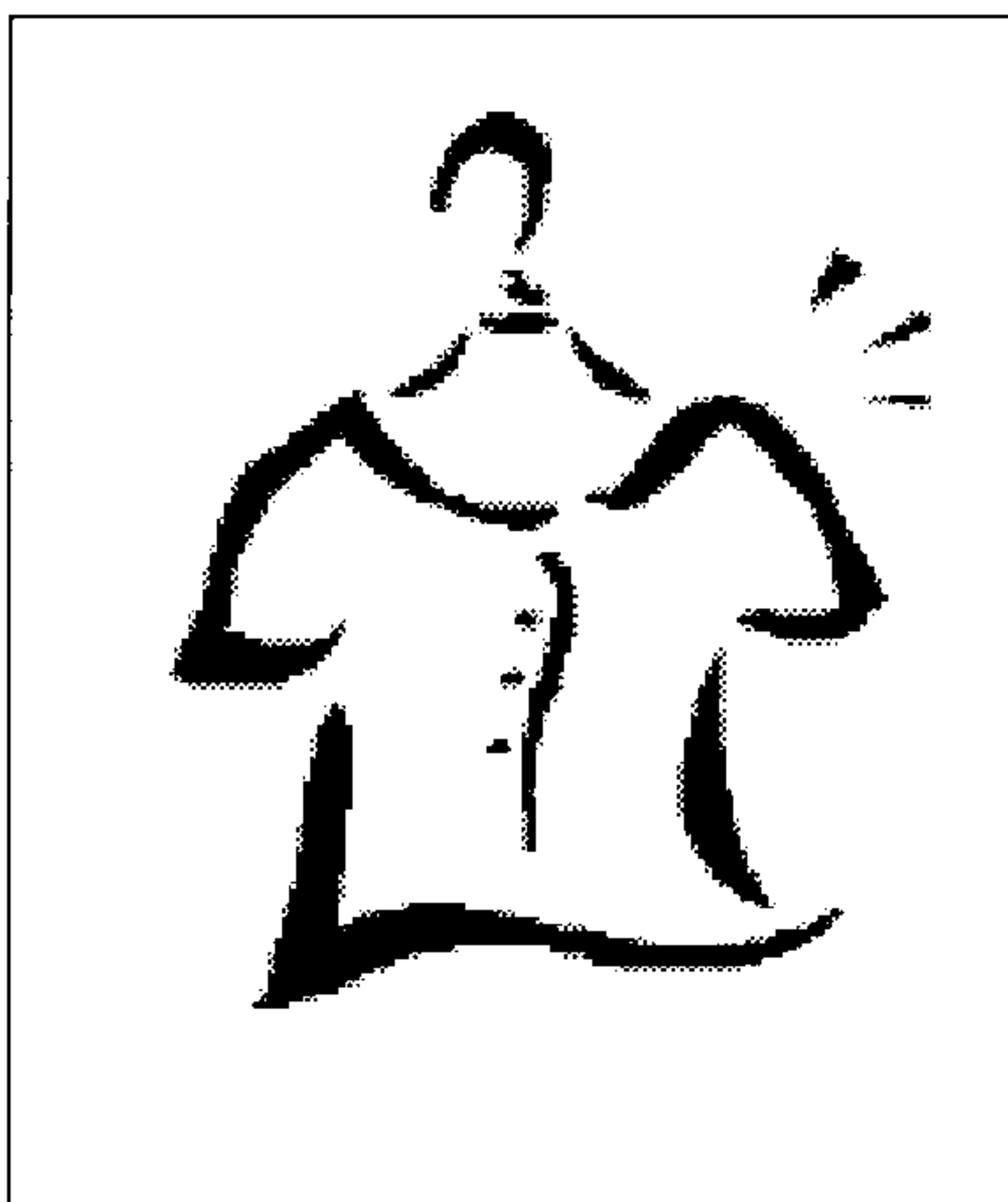
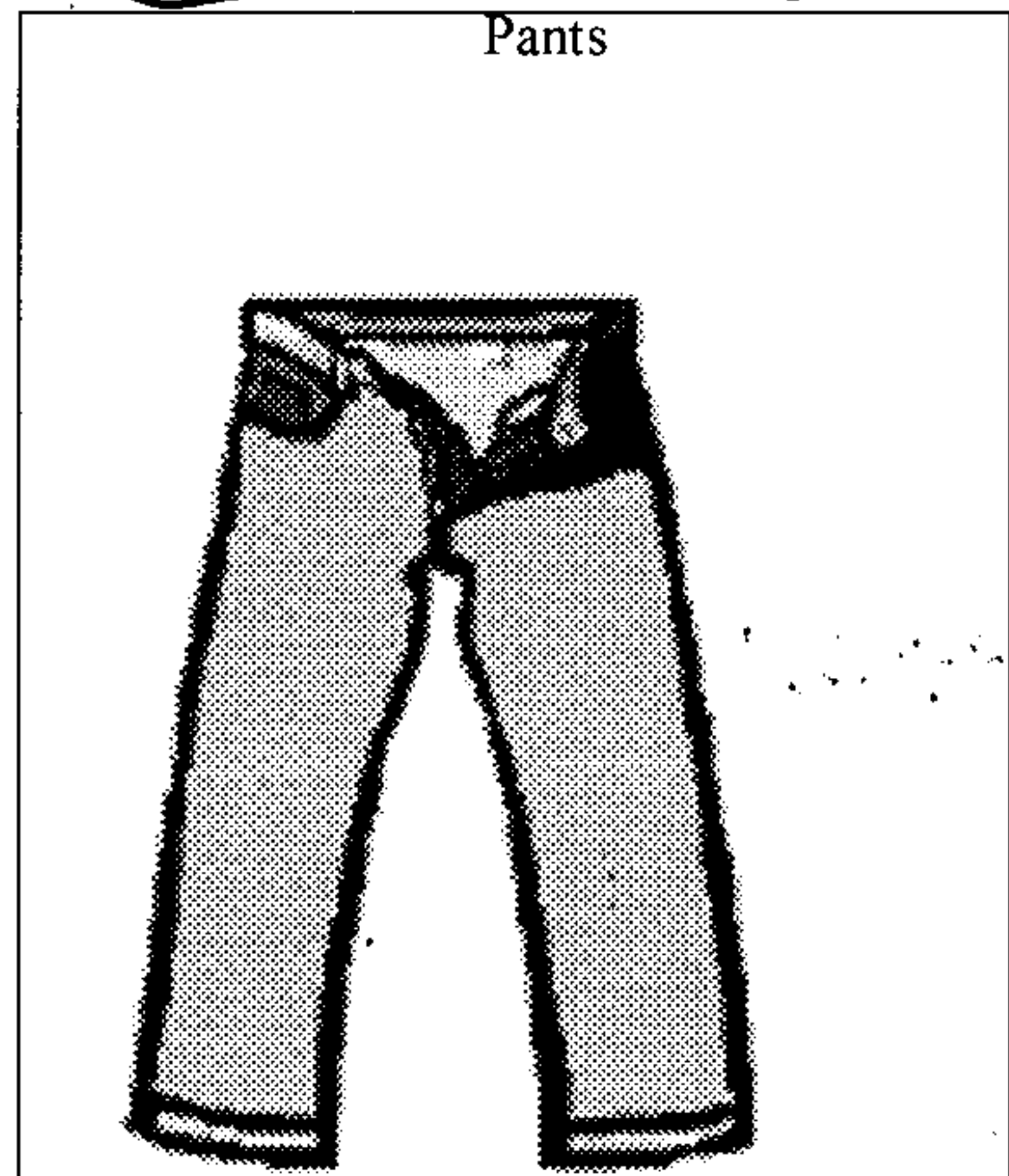
Name________________________________

Name________________________________

	Same	Different
Eye color		
Hair color		
Hair length		
Shoes		
Color of skin		
Height		
Teeth		
Favorite foods		
Favorite game		

Level 1 **Term 1** **Week 2** **Day 2**

Worksheet

Eye

Hair

Shirt

Pants

Level 1 Term 1 Week 2 Day 2

All about me

Name______________________________ Date______________

Write about yourself and color.

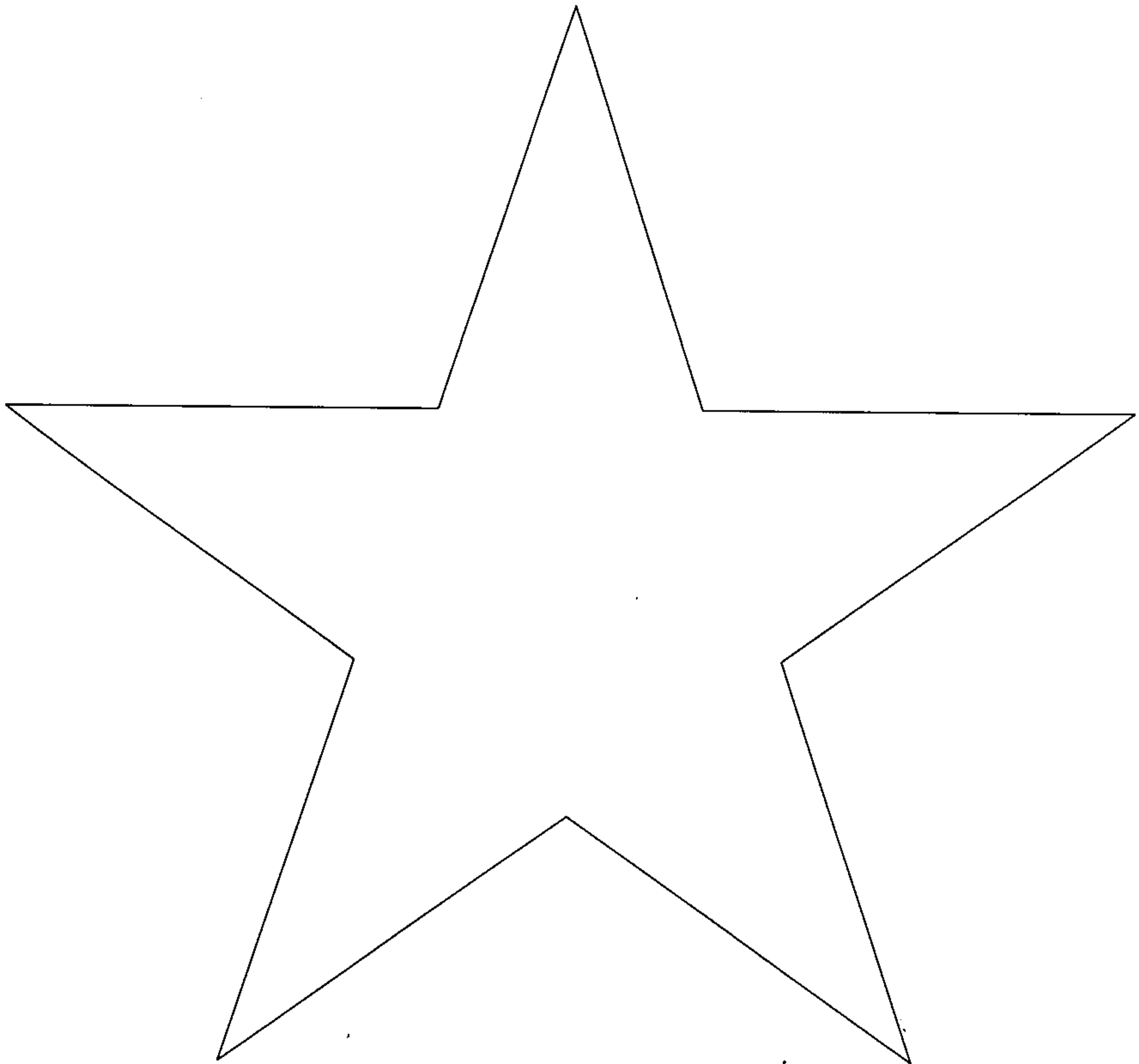
____

____

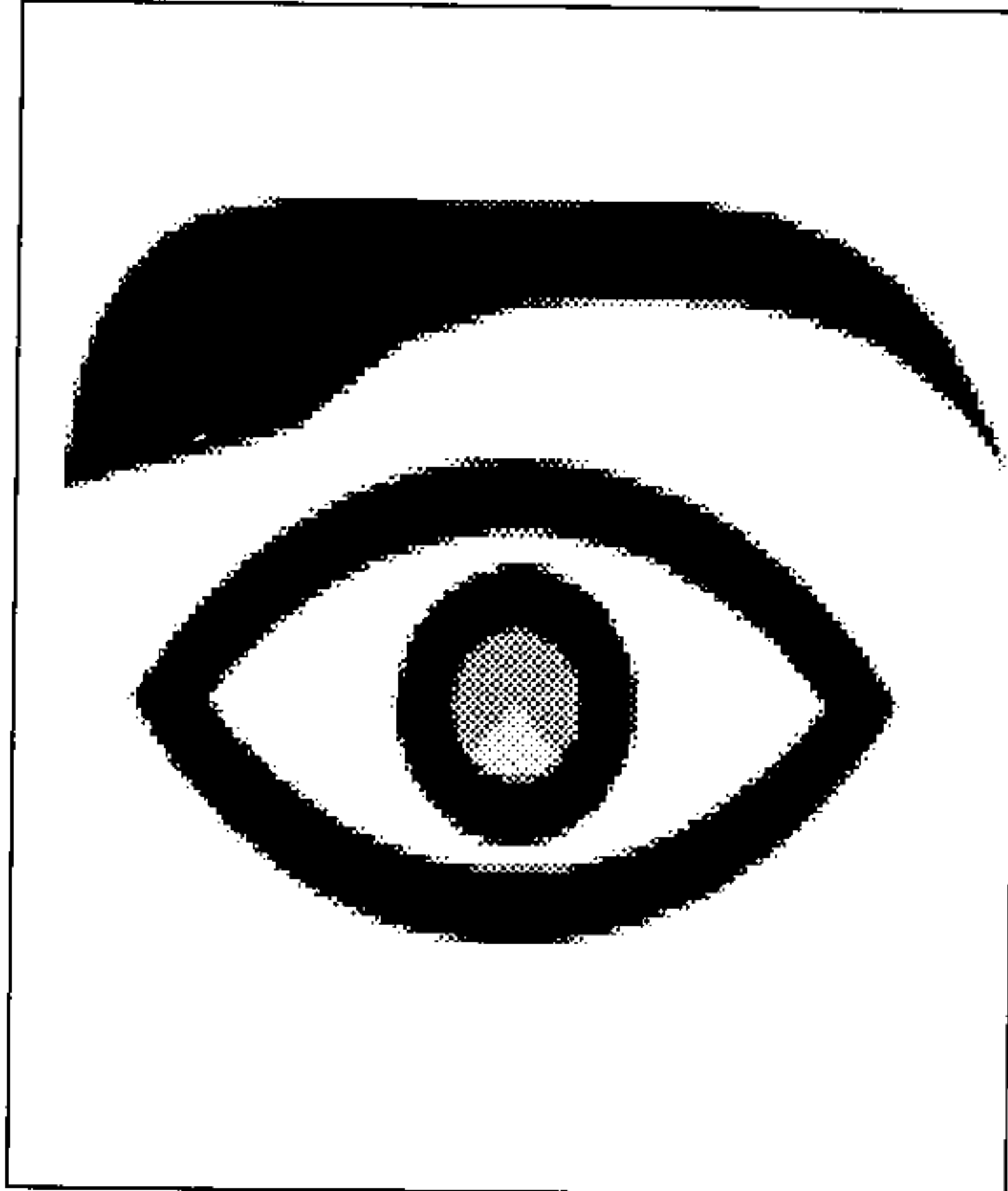
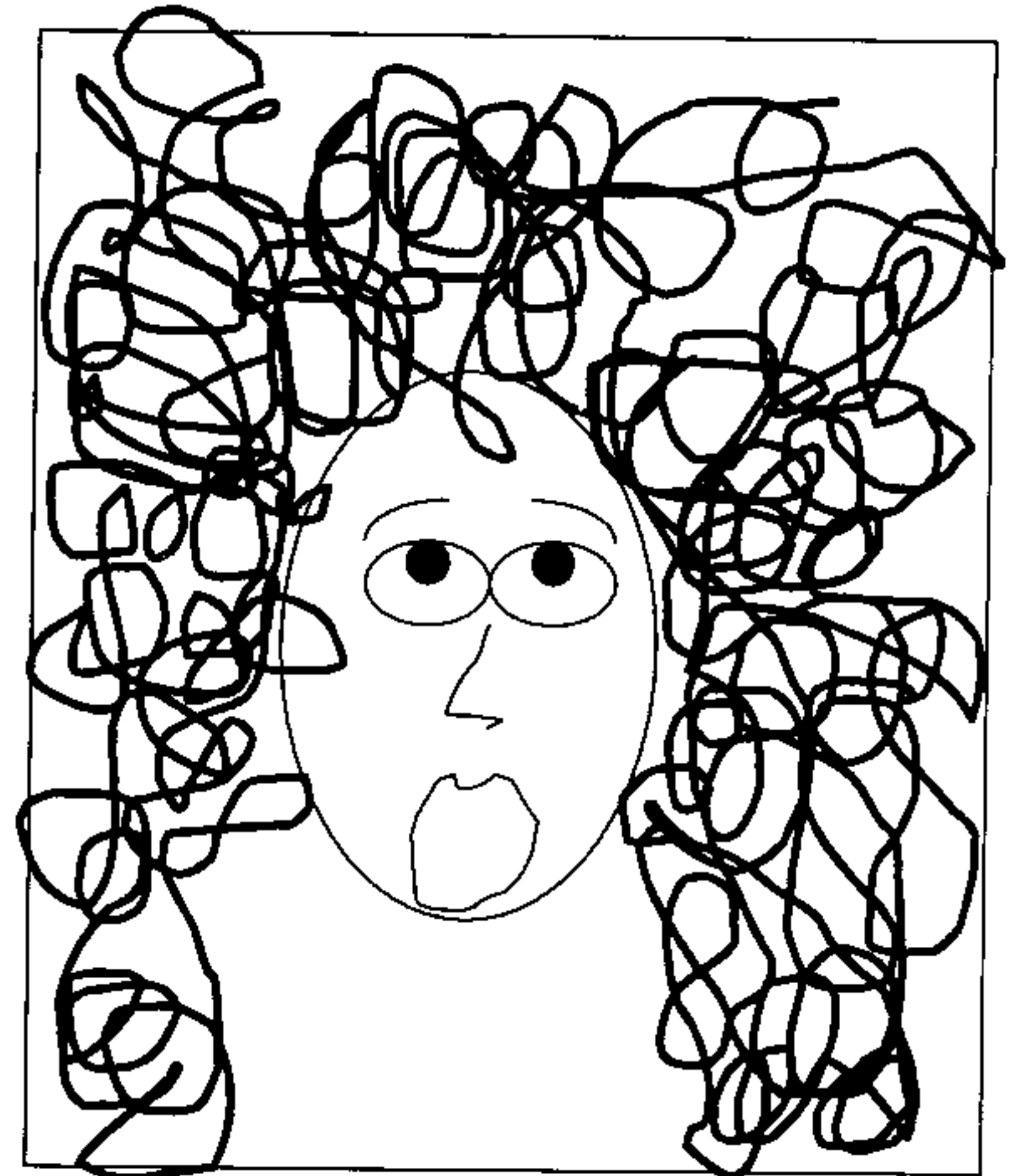
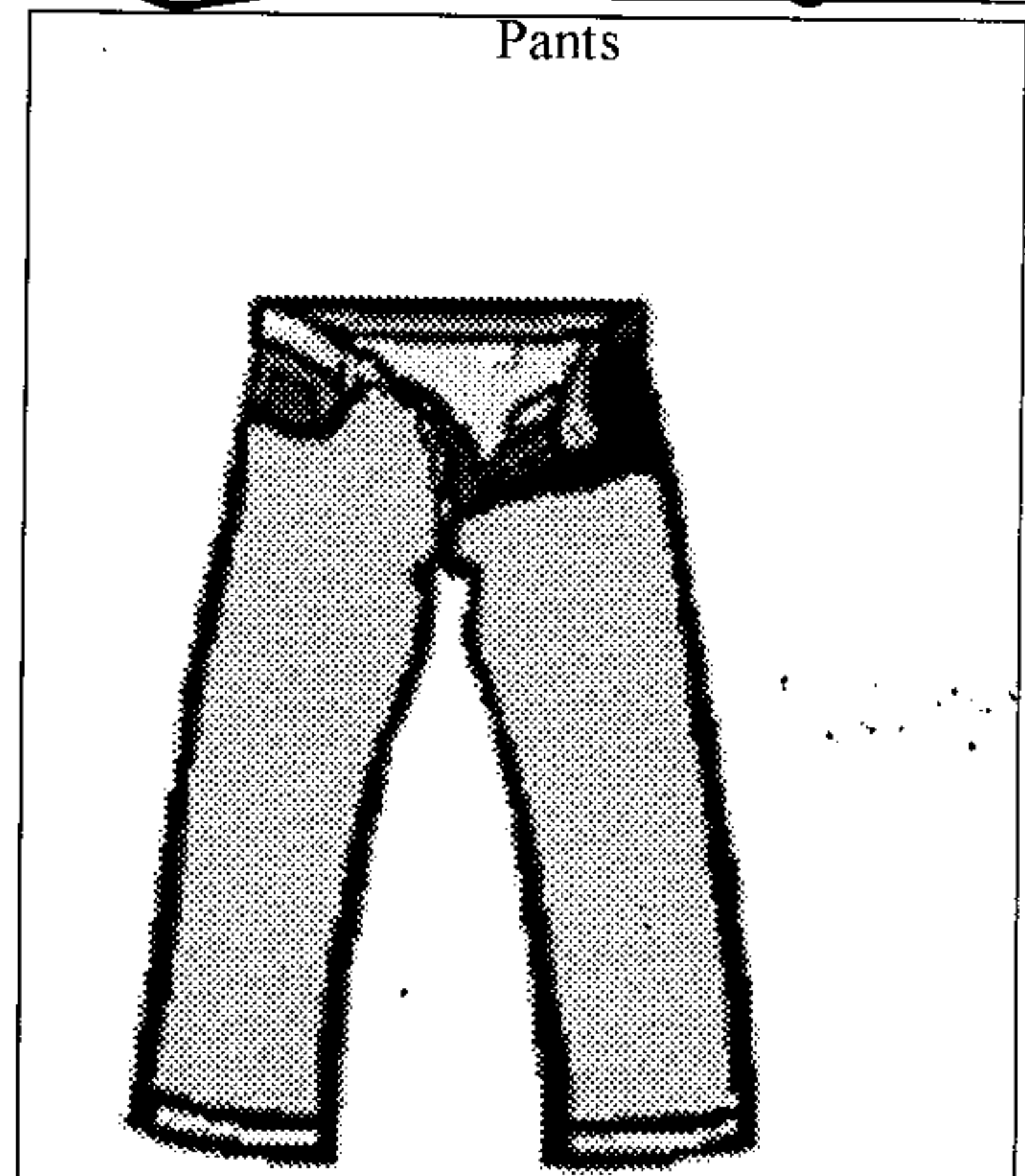
____

____

Level 1 **Term 1** **Week 2** **Day 4**

My Book of Favorites

Level 1 Term 1 Week 2 Day 4

By________________________________

My favorite color is ______________

Level 1 **Term 1** **Week 2** **Day 2**

Worksheet

Eye

Hair

Shirt

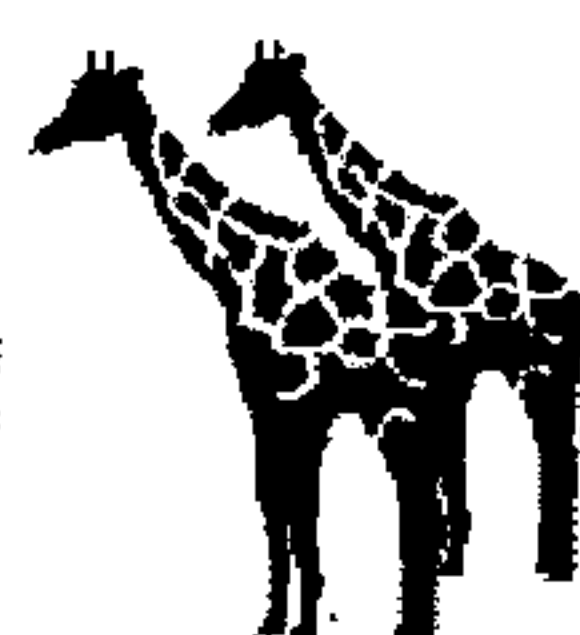
Pants

Level 1 Term 1 Week 2 Day 4

My favorite toy is ______________________________
____

Level 1 Term 1 Week 2 Day 4

My favorite animal is ____________________

Level 1 **Term 1** **Week 3** **Day 1**

Things I dislike

Name______________

I do not like____________________________________

Because____________________________________

I do not like____________________________________

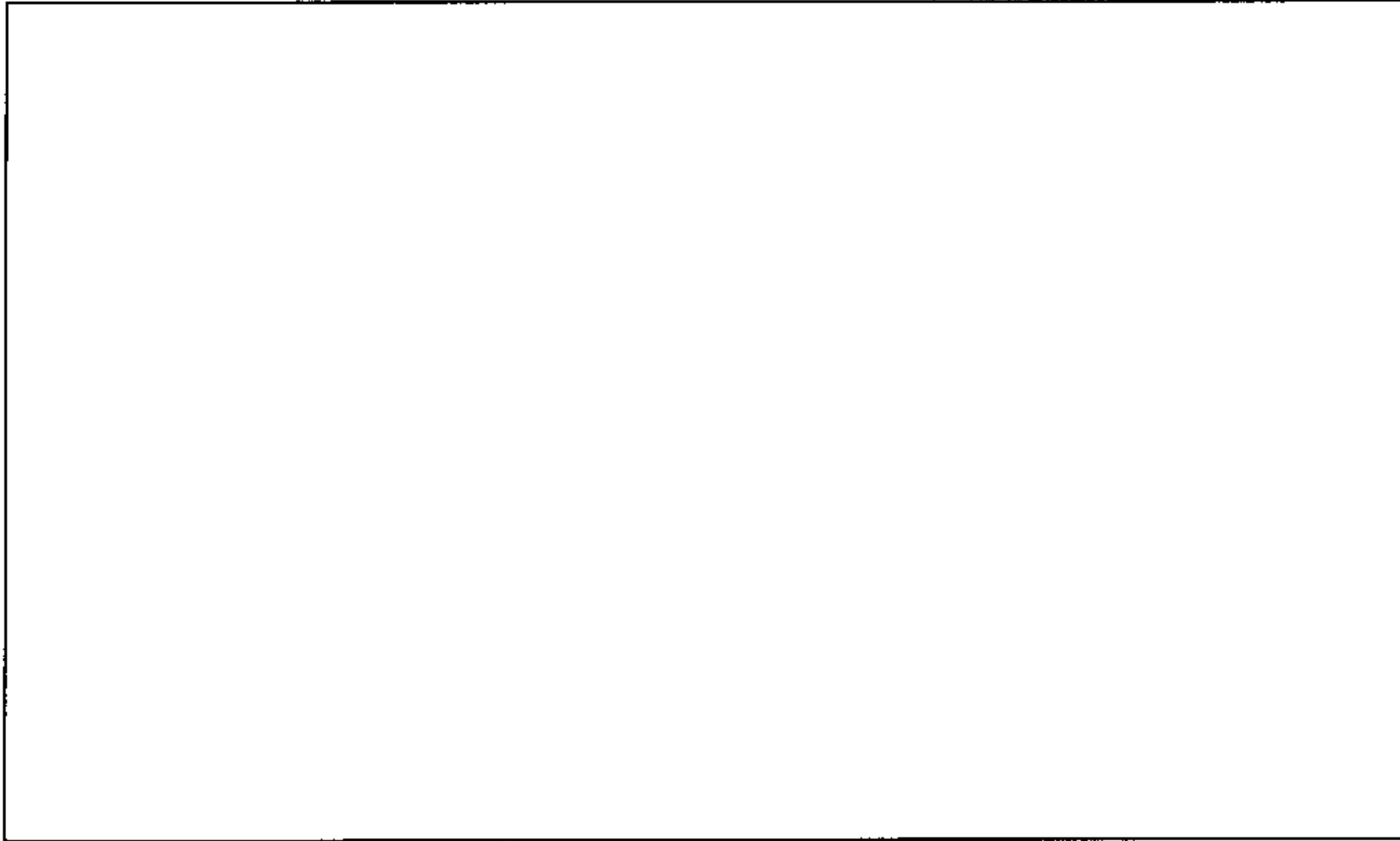
Because____________________________________

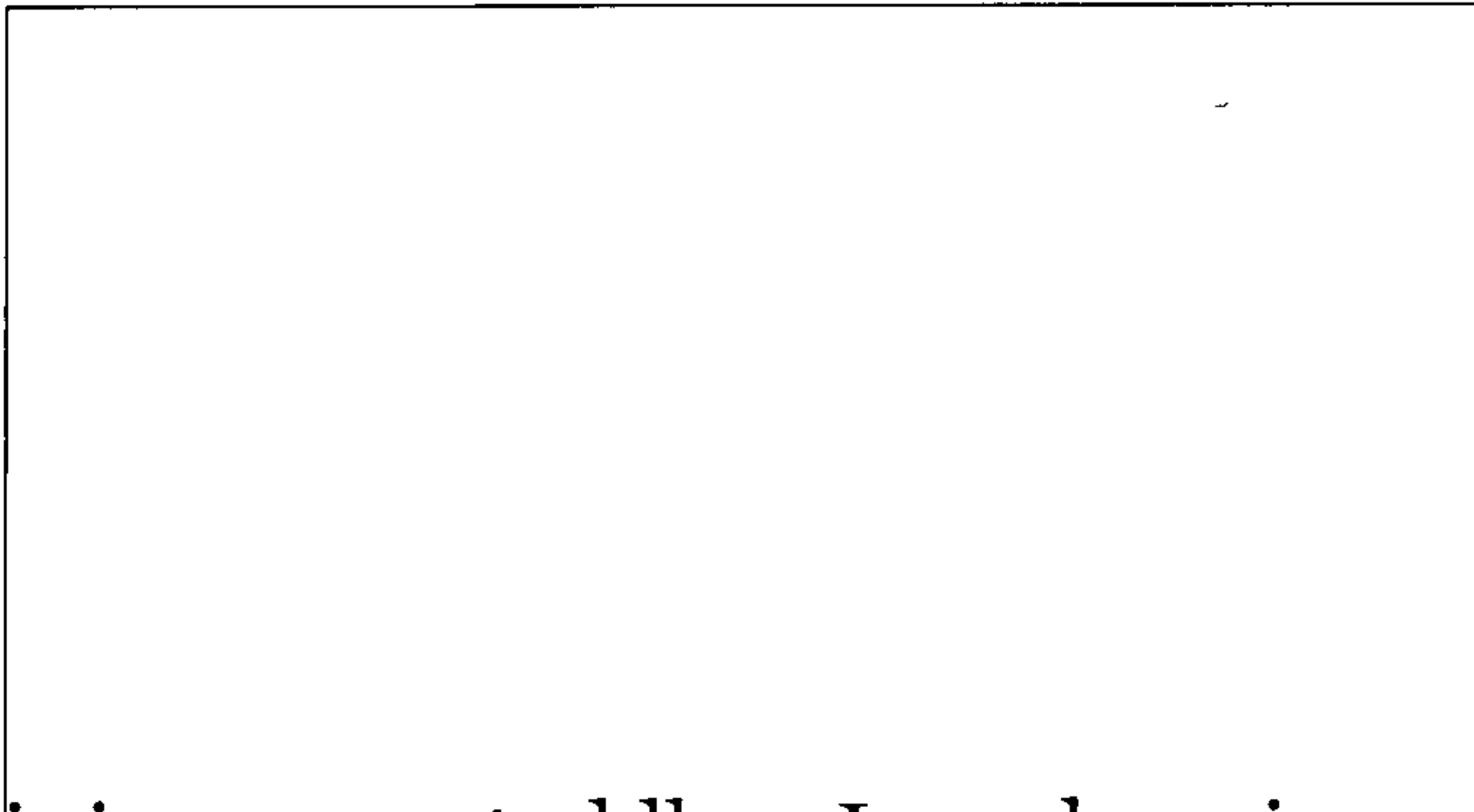
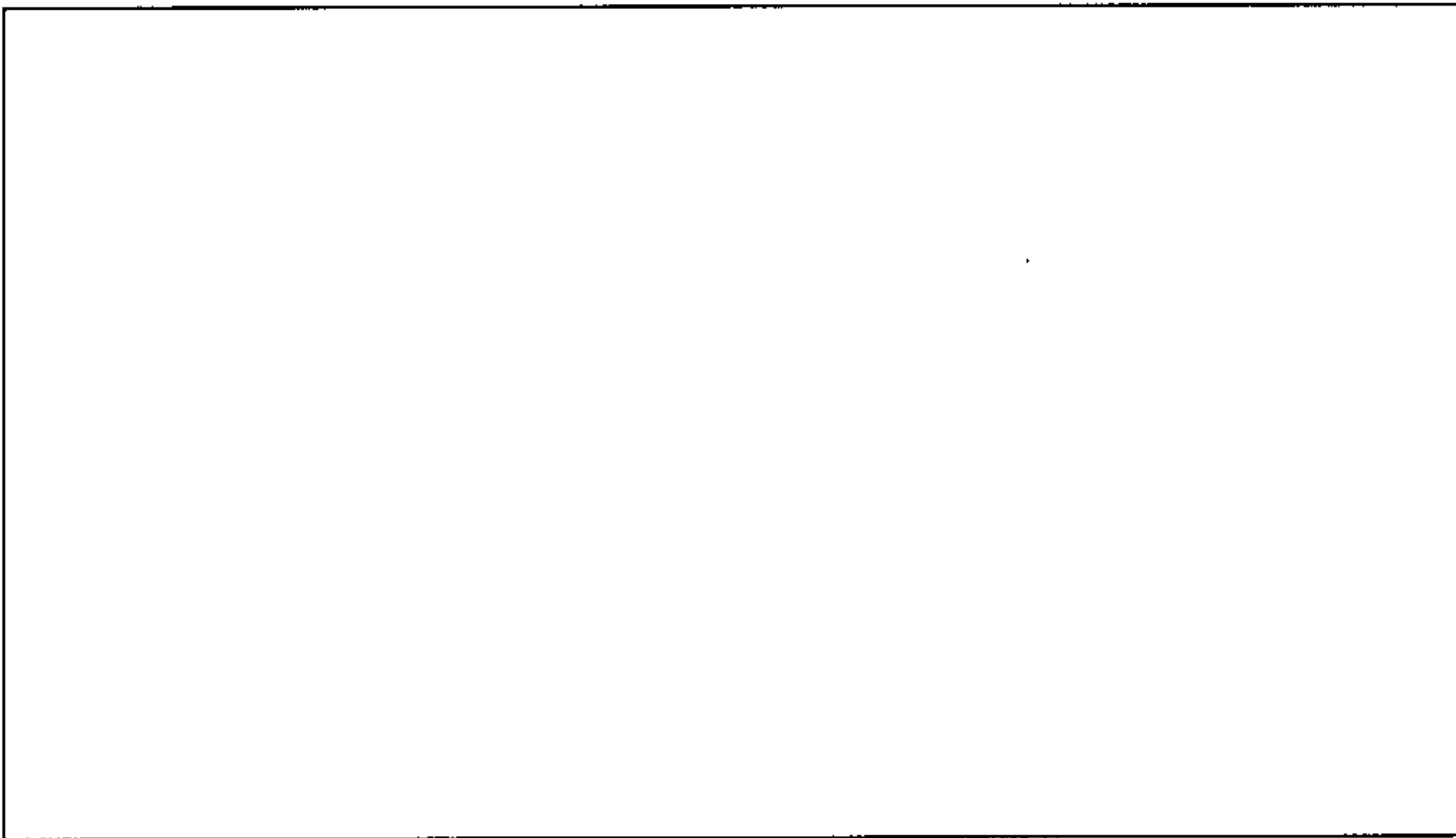
I do not like____________________________________

Because____________________________________

I do not like____________________________________

Because____________________________________

The Life of

This is me as a baby. It took a lot of baby food and love to be this cute!

Level 1 Term 1 Week 3 Day 4

This is me as a toddler. I was learning something new every day and it was great!

This is me now. Growing up is fun!

Level 1

Term 2

A Family Finger play

This is a family *hold up one hand, fingers spread*
Let's count them and see,
How many there are,
And who they can be *count 1, 2, 3, 4, 5*

This is the mother *touch pointer finger*
Who loves everyone
And this is the father *touch big finger*
Who is lots of fun.

This is my sister *touch ring finger*
She helps and she plays,
And this is the baby *touch little finger*
He's growing each day.

But who is this one? *touch thumb*
He's out there alone,
Why it's Jackie, the dog,
And he's chewing a bone. *wiggle thumb.*

My family

Number of family members______________________________

Number of adults______________________________________

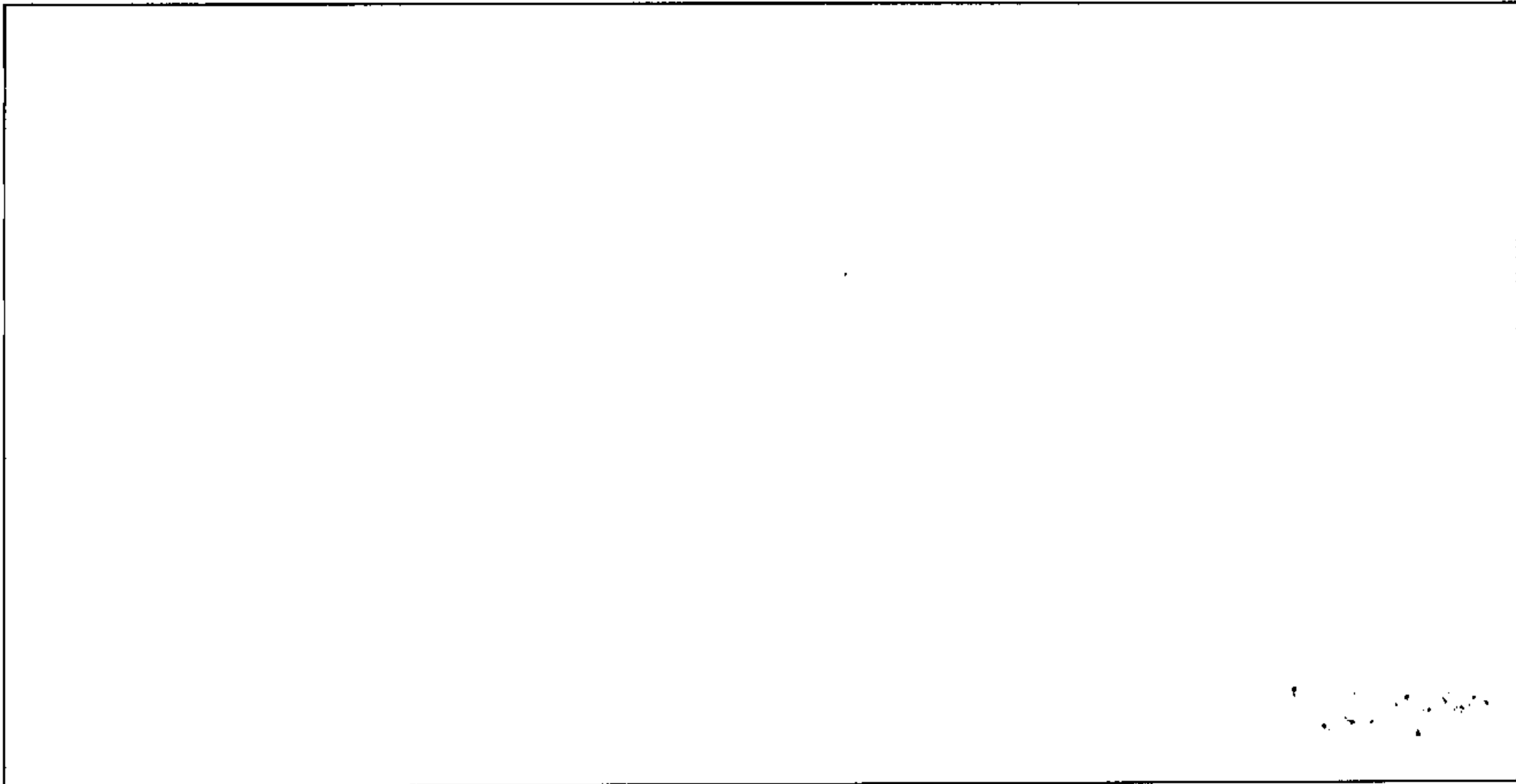
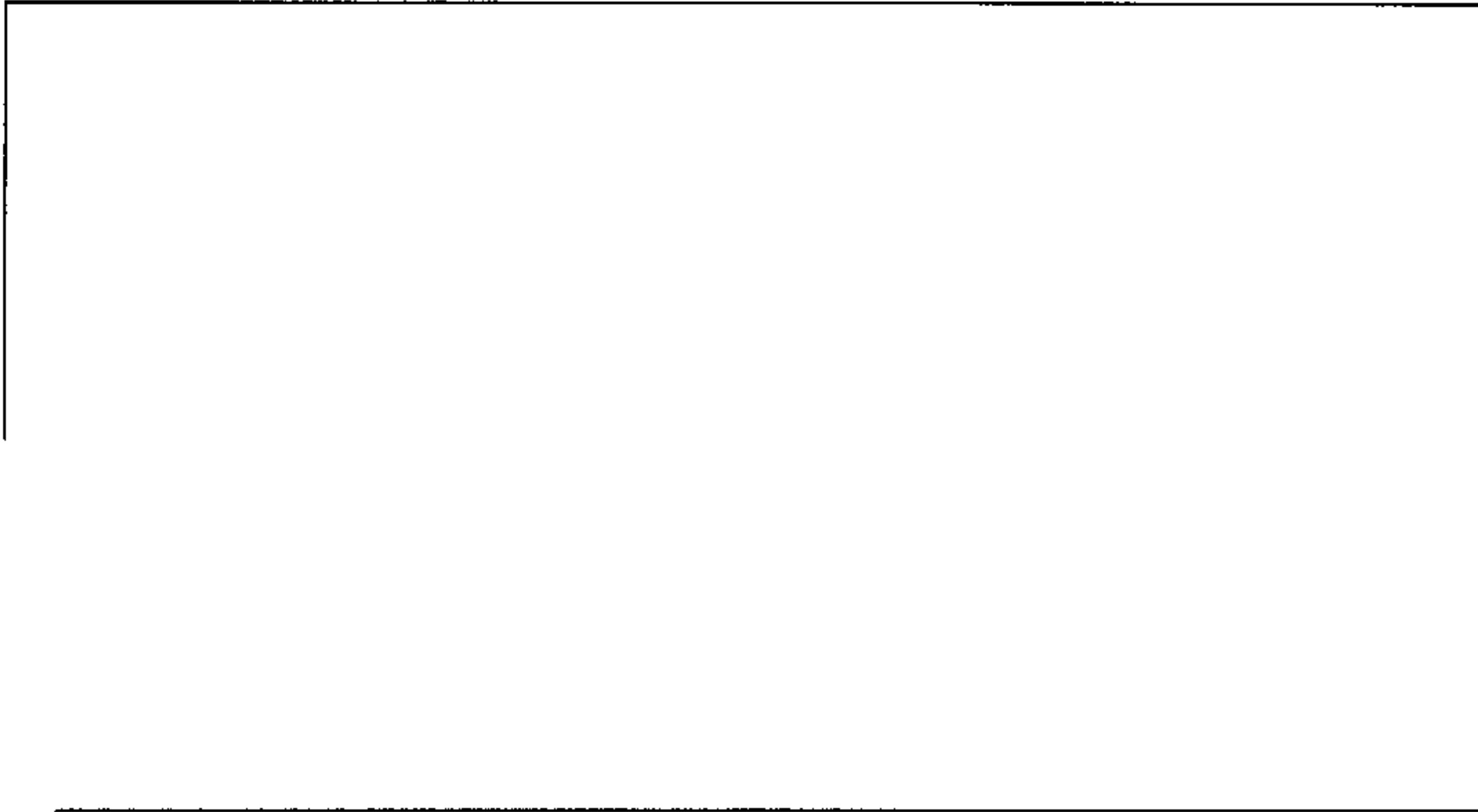
Names of adults_______________________________________

Number of children(girls, boys)___________________________

The types of pets(animals) family keep____________________

The languages families speak at home______________________

The houses where families live_______________________

Differences with my friend's family.

____

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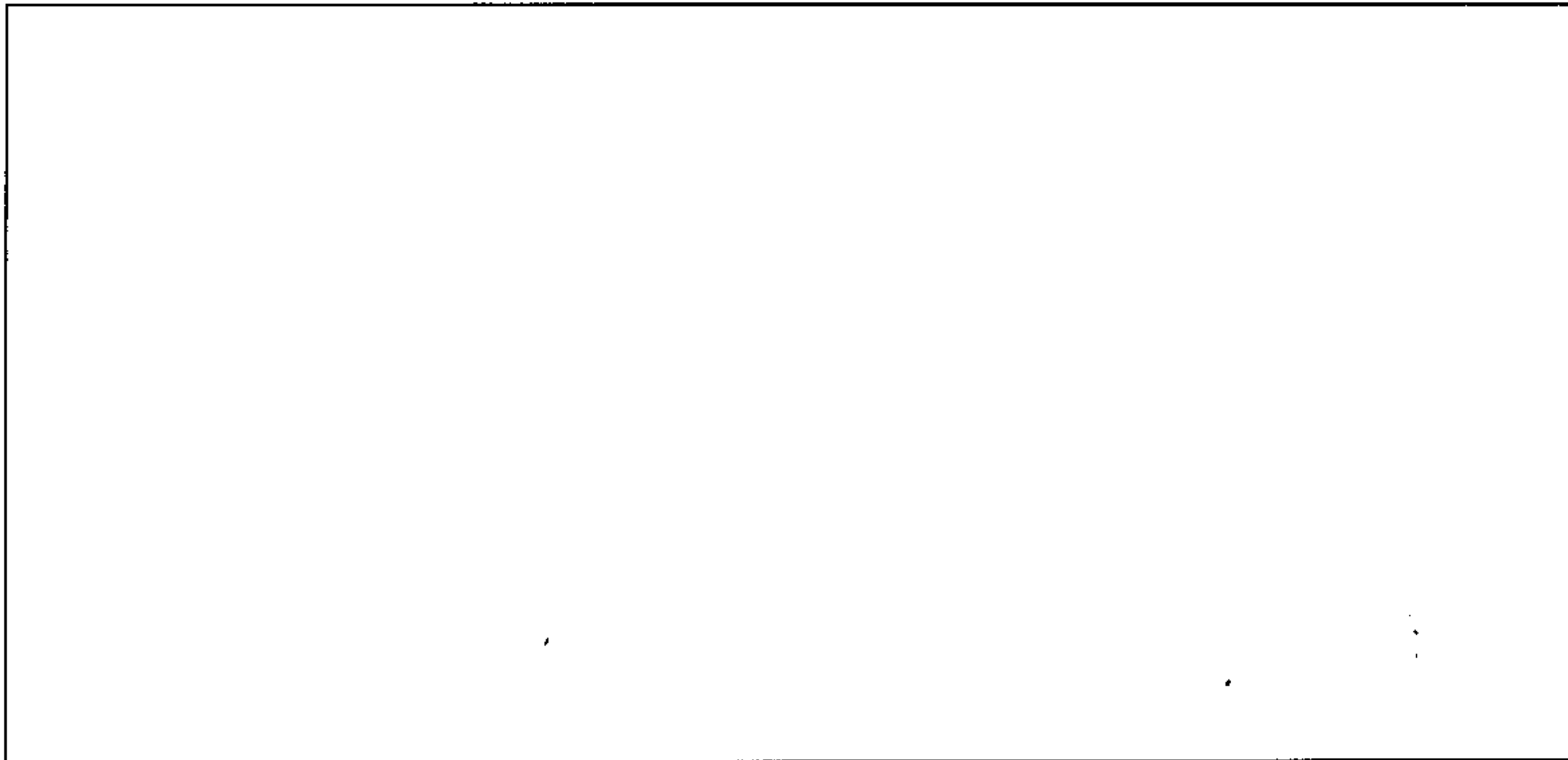
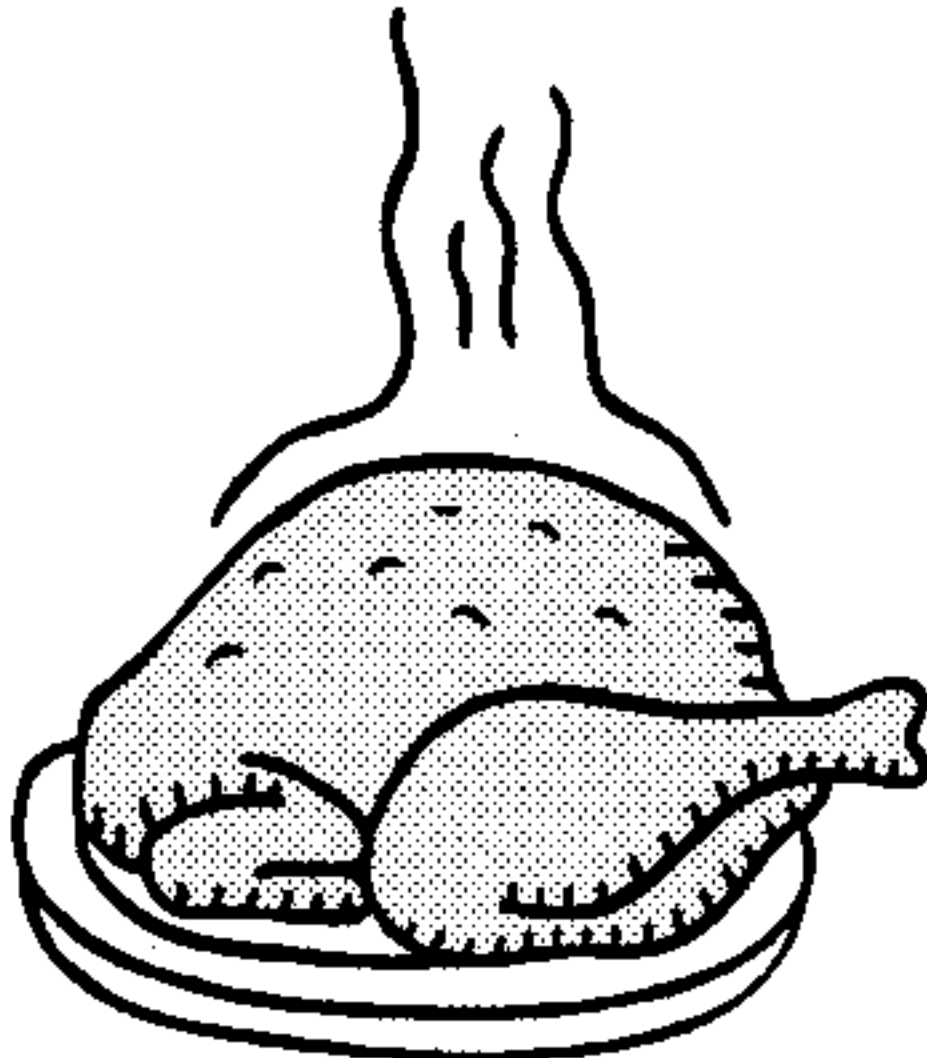
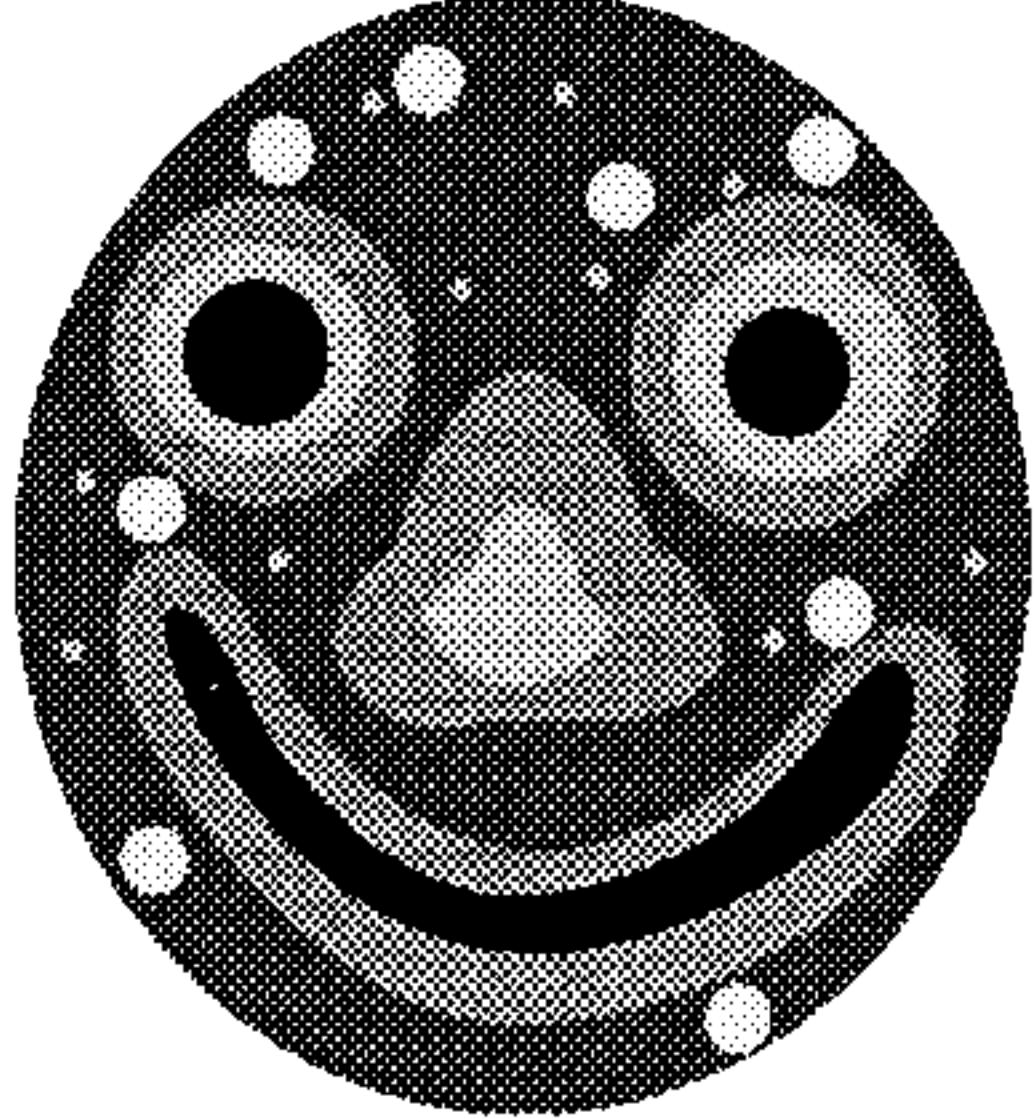
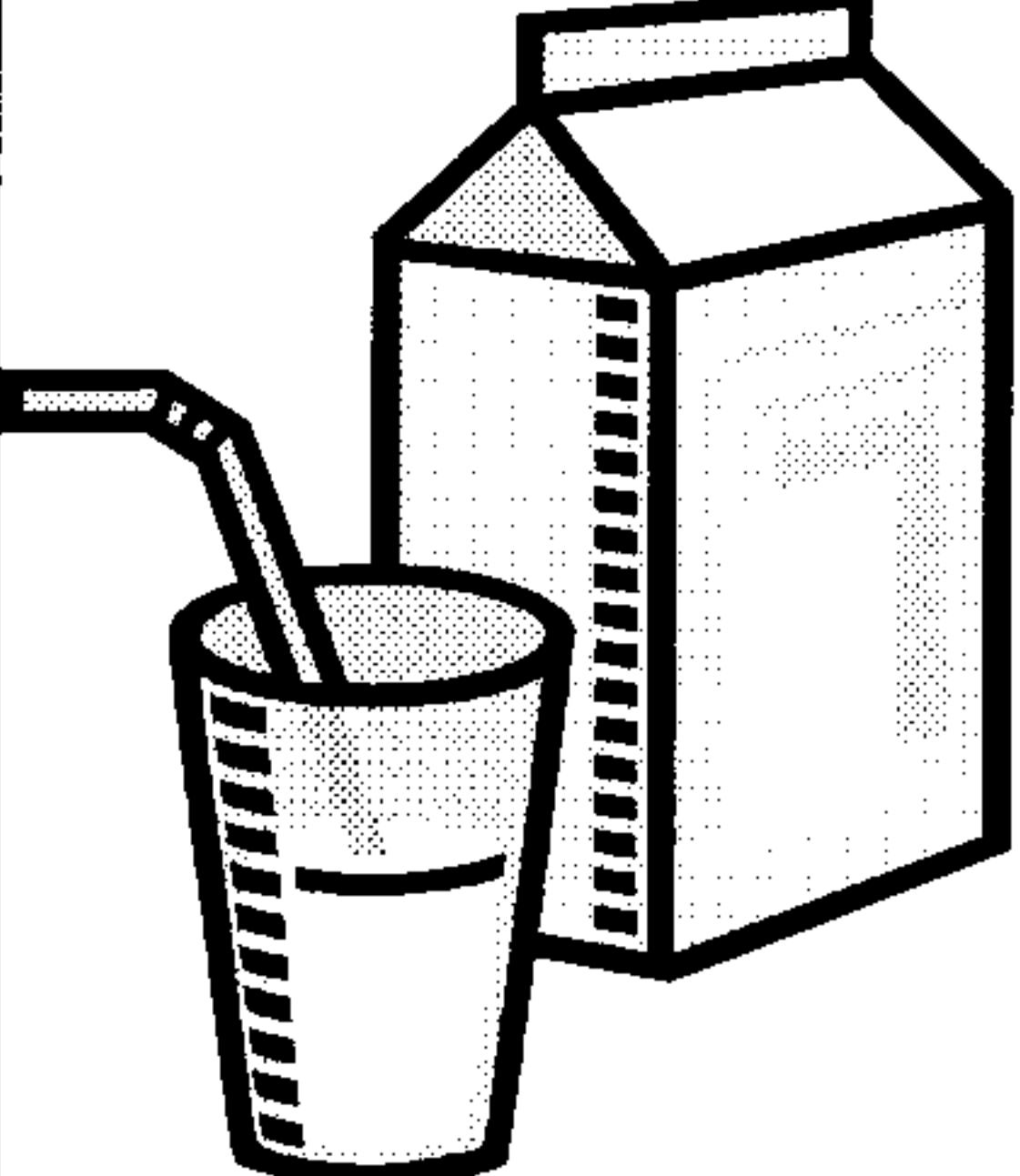
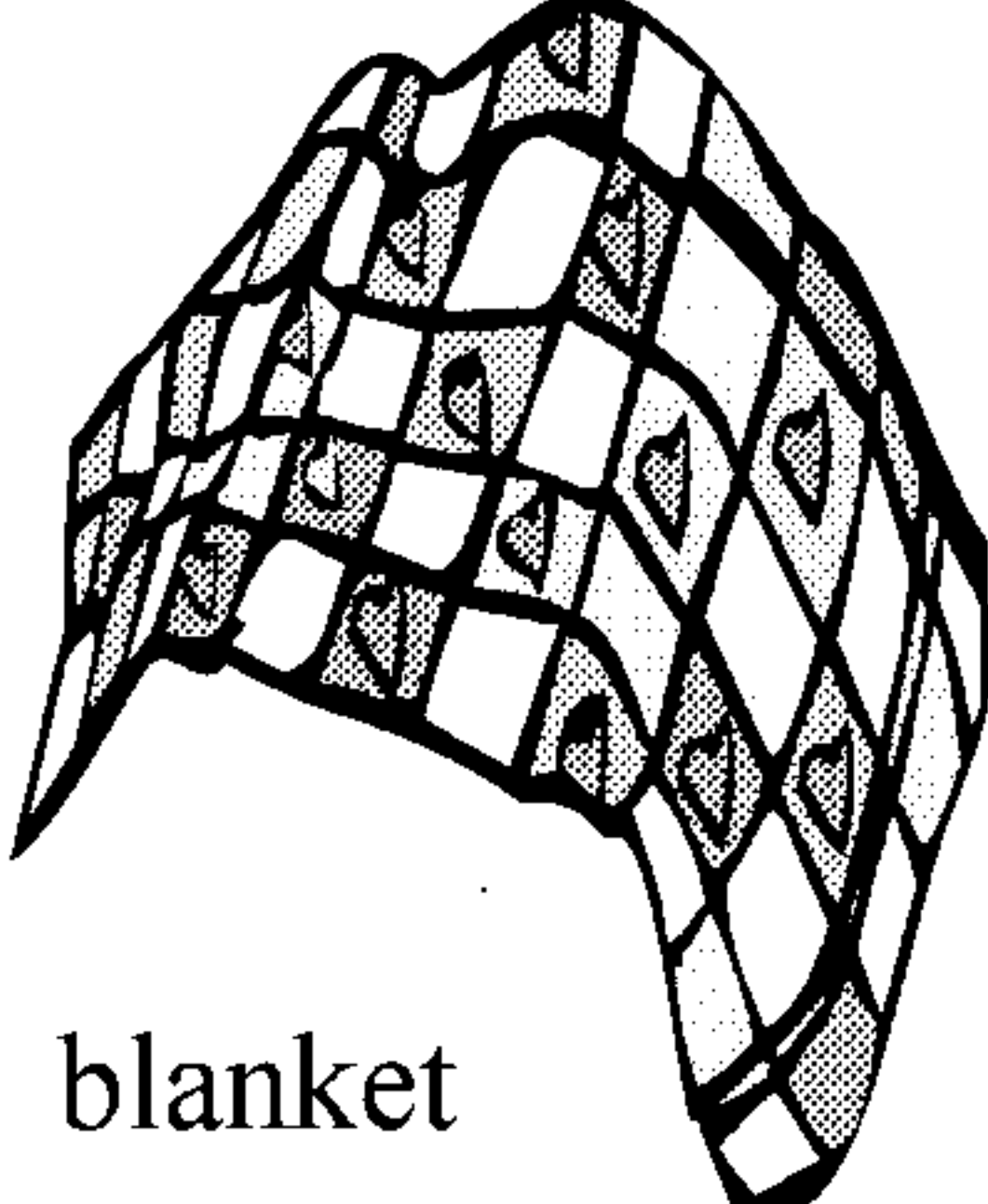
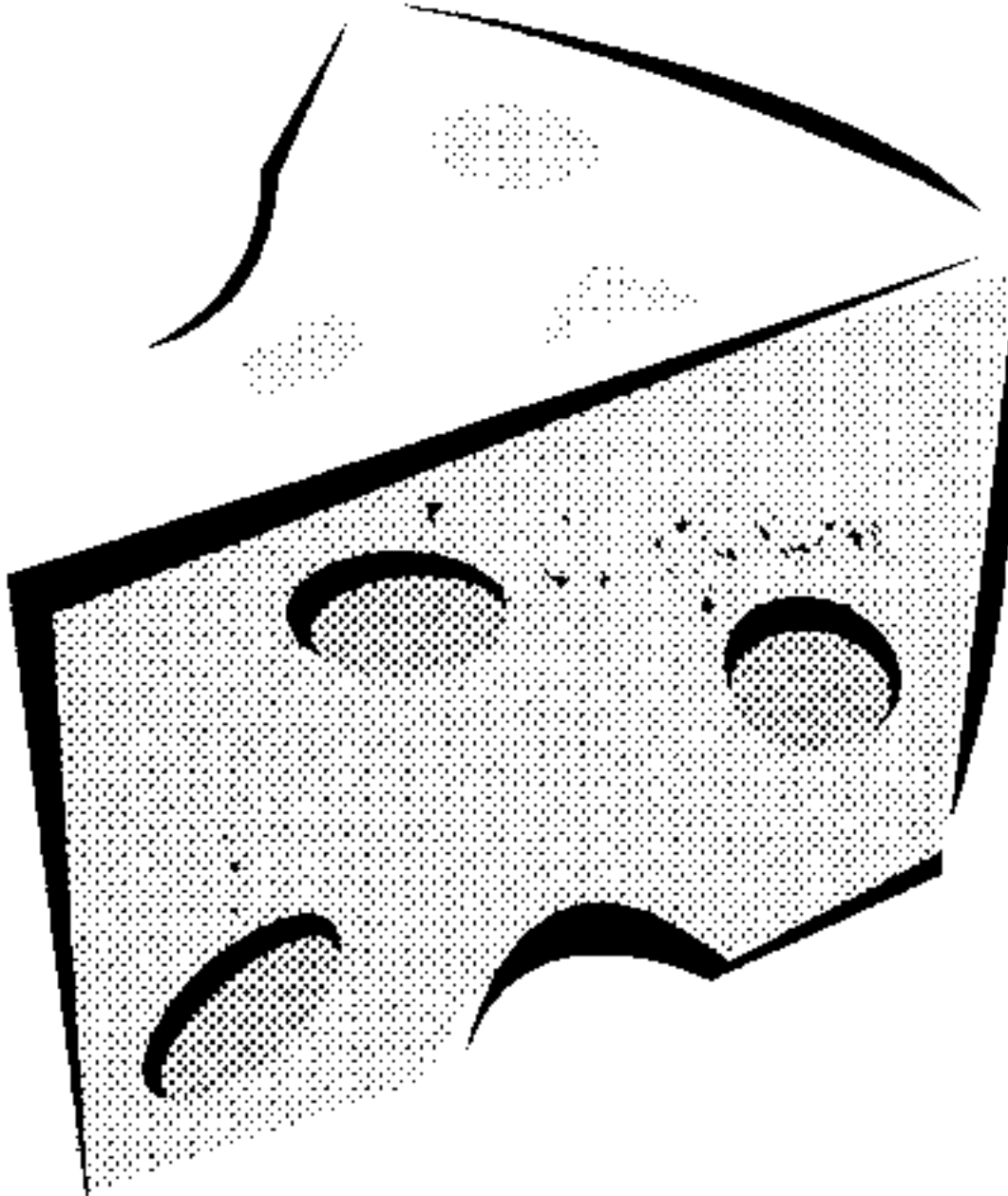
By ______________________________

This is me. I am a part of a great family.

This is what my family looks like.

This is my family working hard. We all have a responsibility to do a job to help each other out.

Needs pictures

Level 1 Term 2 Week 2 Day 2

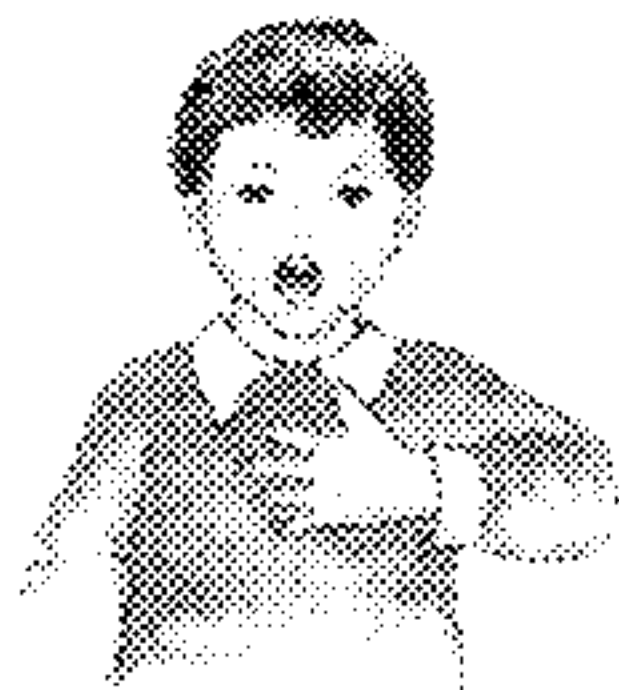
Level 1 Term 2 Week 2 Day 3

Our Needs

1-Write what needs do these pictures show.

____

____

____

2- Make a list of five needs you can feel and those you cannot feel.
Make illustrations where you like.

Needs I can feel	Needs I can not feel

Level 1 Term 2 Week 2 Day 4

I Need It! I Want It!

Worksheet

Directions: Look at the pictures listed below and decide if it shows a Need or a Want. Write the correct word on the provided line.

1.

____

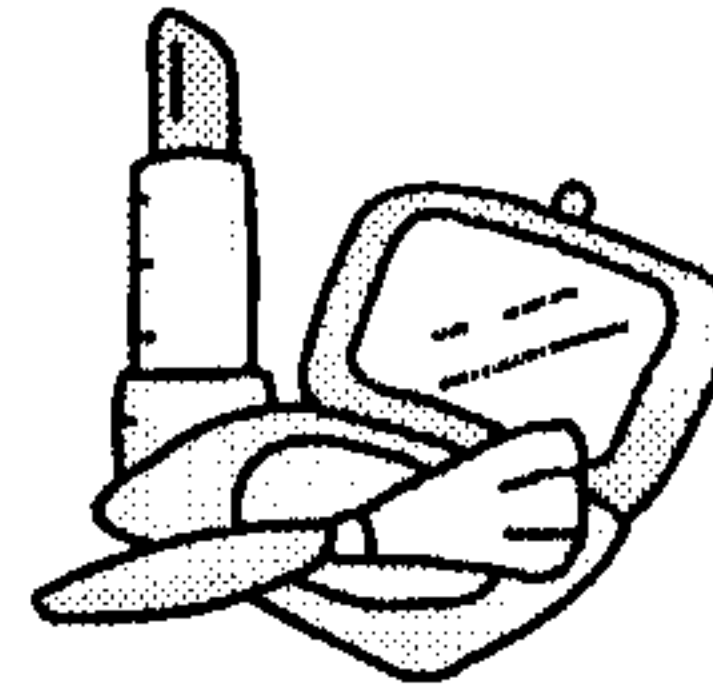
2.

____

3.

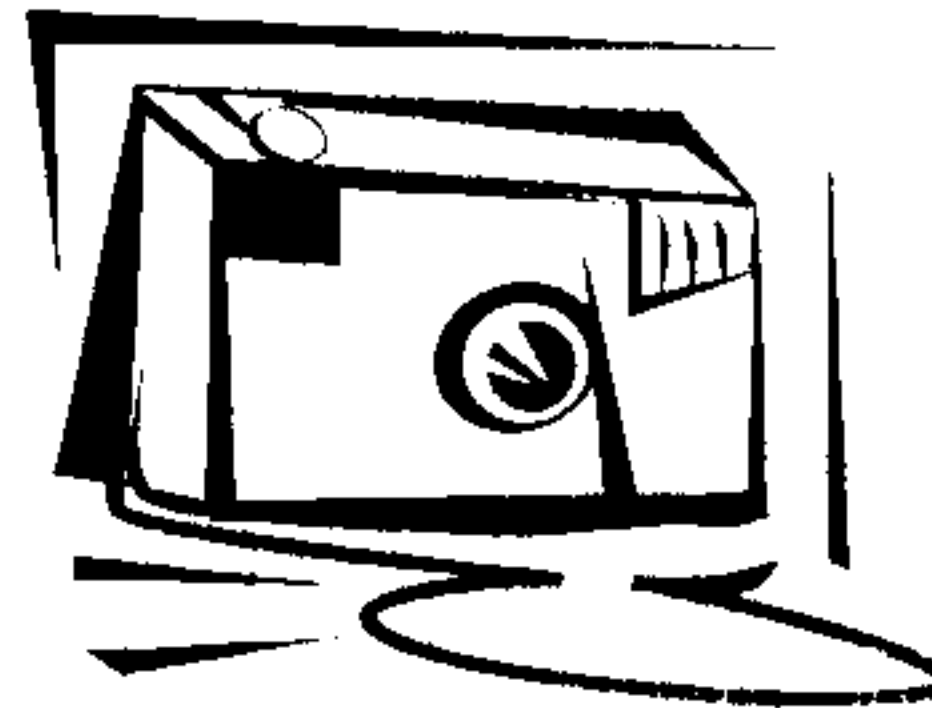
____

4.

____

5.

____

6.

____

Meeting Needs

Directions: Teachers read the sentences and instruct the students to circle the correct answer.

1. These are things that people need in order to live.

   Needs wants

2. These are things that people like to have, but don't have to have in order to live.

   needs wants

3. Who meets the needs of children?

   babies adults

4. What do people use to buy things to meet their war and needs?

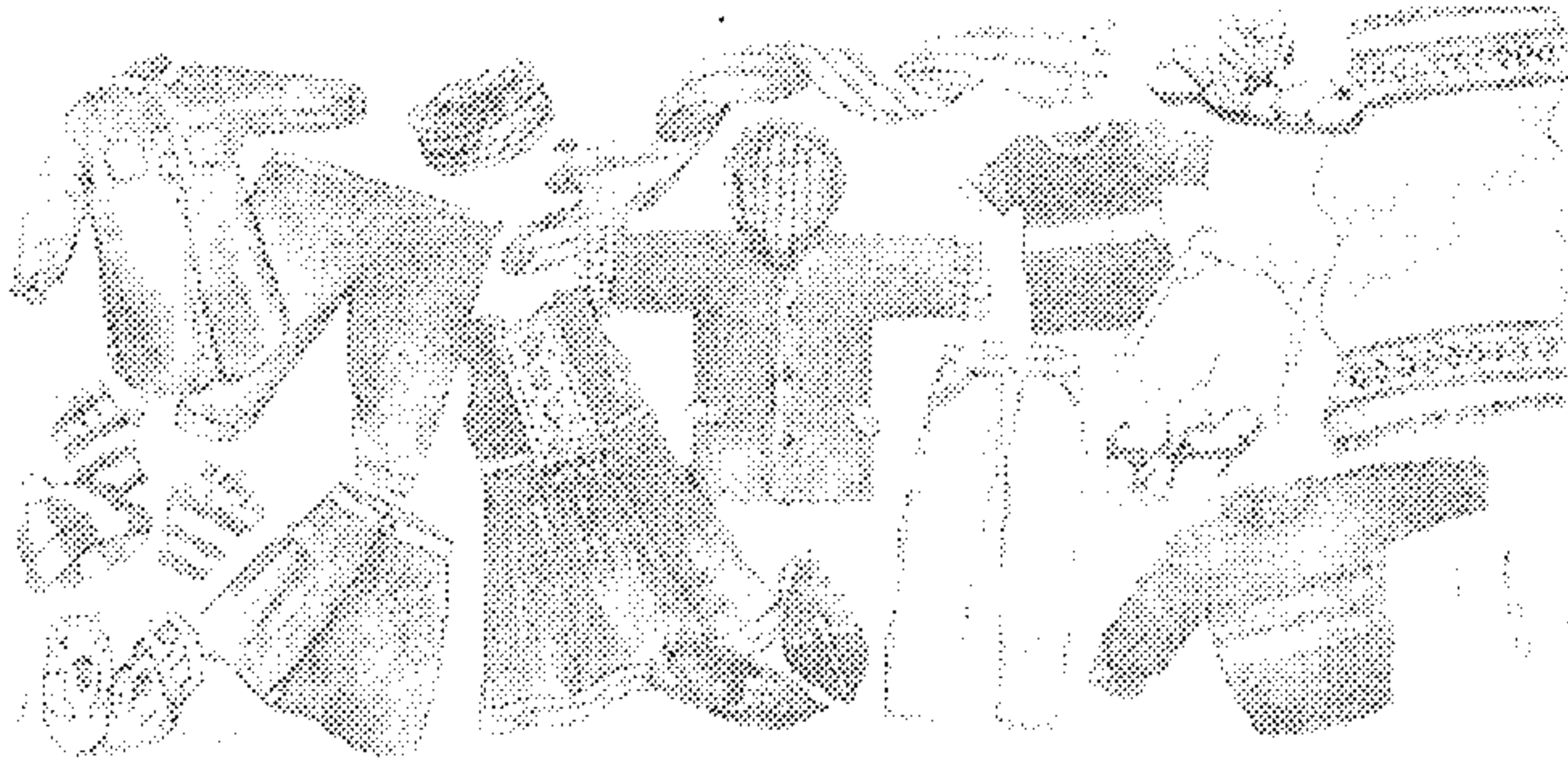
   money paper

5. What is one reason why families have to move to another city or country?

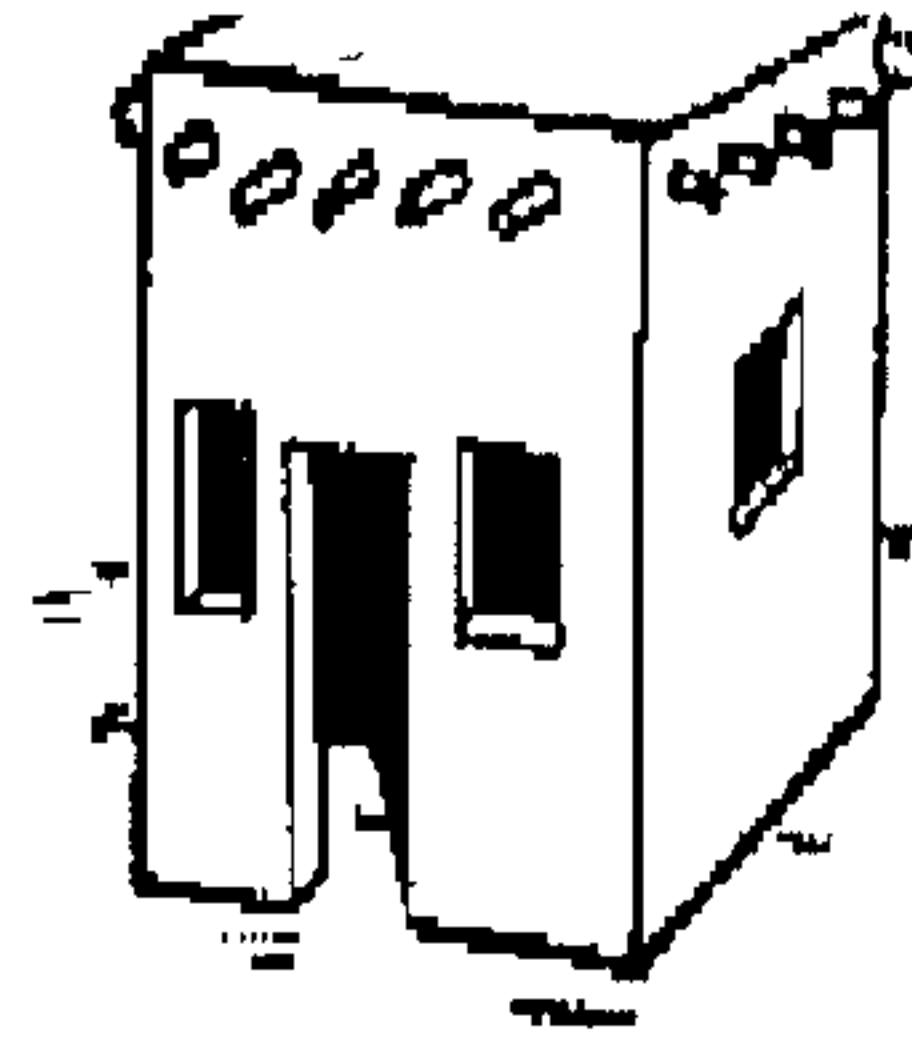
   jobs play

Level 1		**Learning about ourselves**
Term 2	**Lesson Plan**	
Week 3		
Day 2		

Clothes

Look at the picture and write the names of cloth items that you find.

Homes protect us night and day.

Whether far away or near —

Homes keep safe what we hold dear.

My house

I live in a________________________________.

It is made of____

____.

It has____________________ rooms. There are_________________ and

______________________________in the walls.

Write on e sentence of your own by using the words from the list.

____

____

Make a list of the people who live in your home (do not forget yourself).
These people live in my house:

____

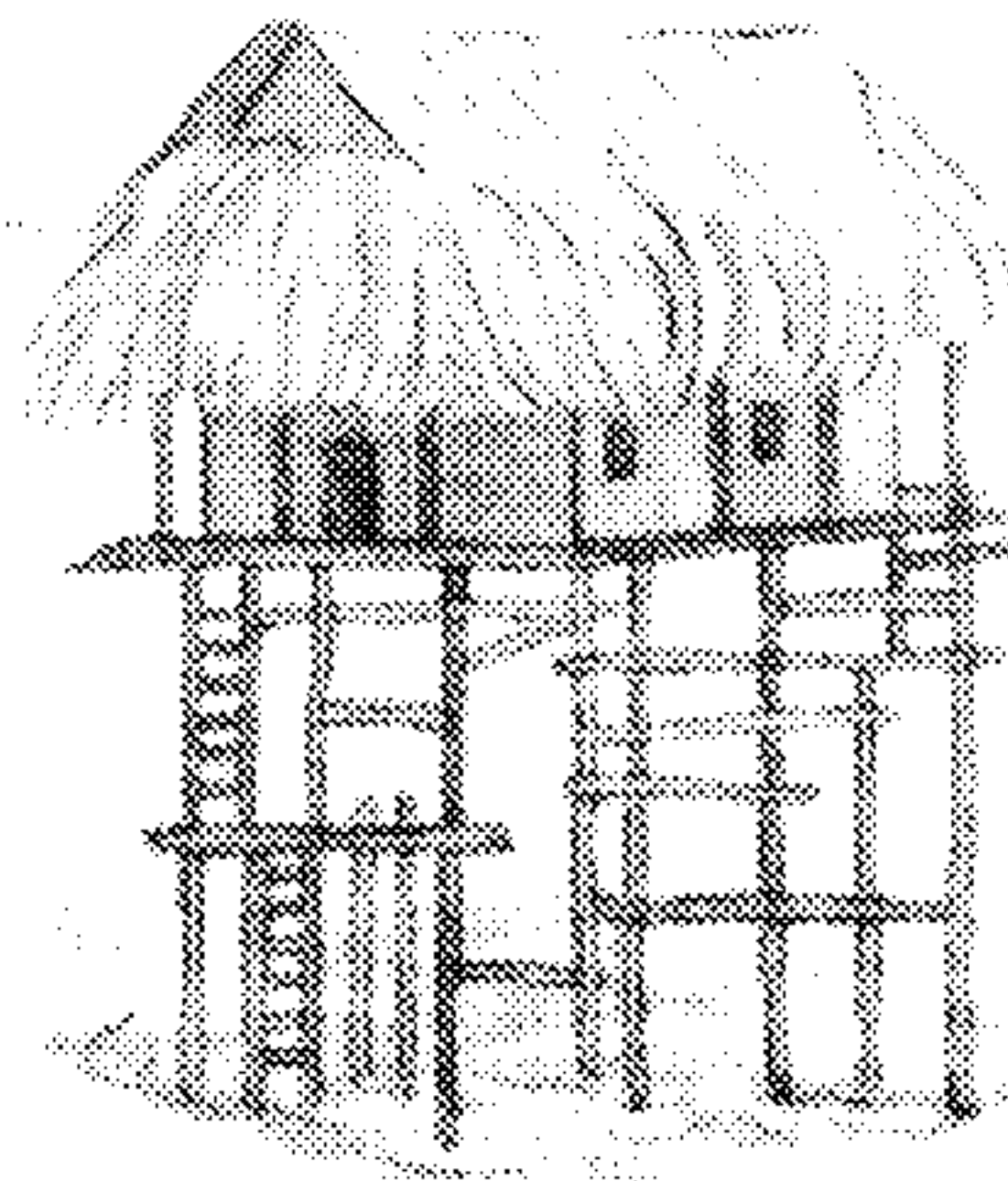
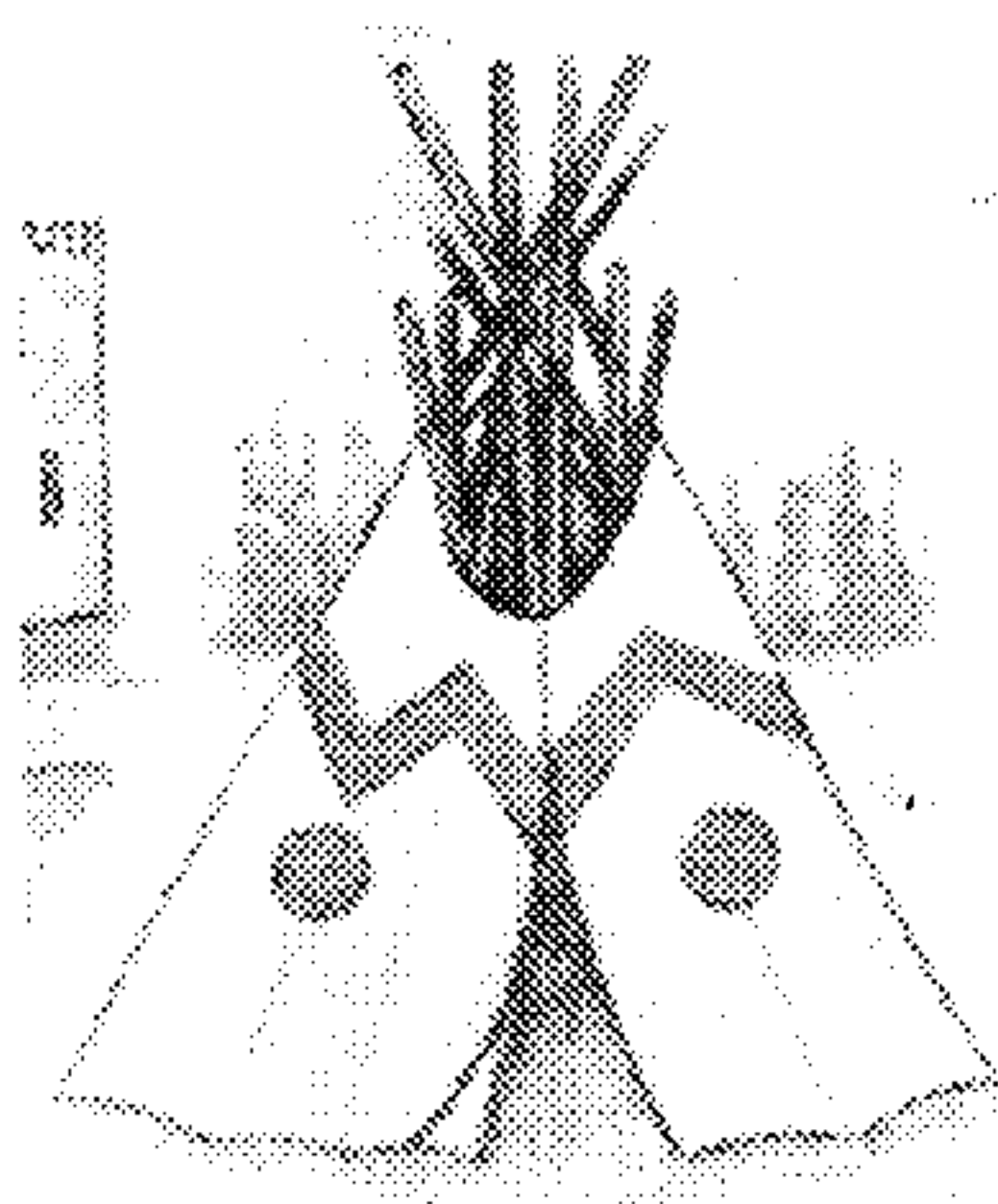
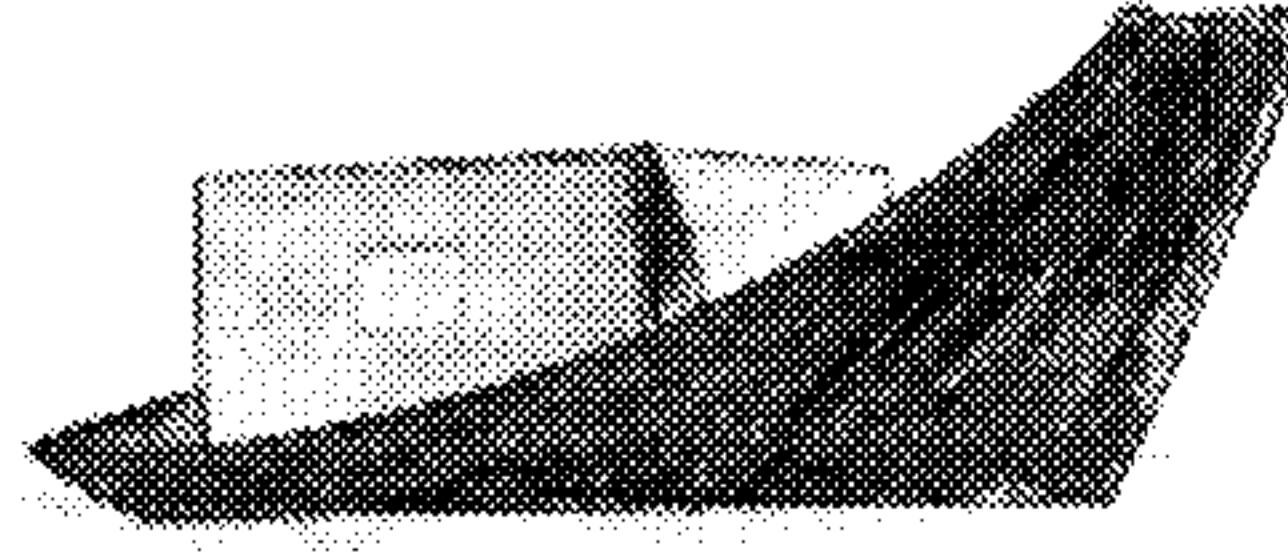
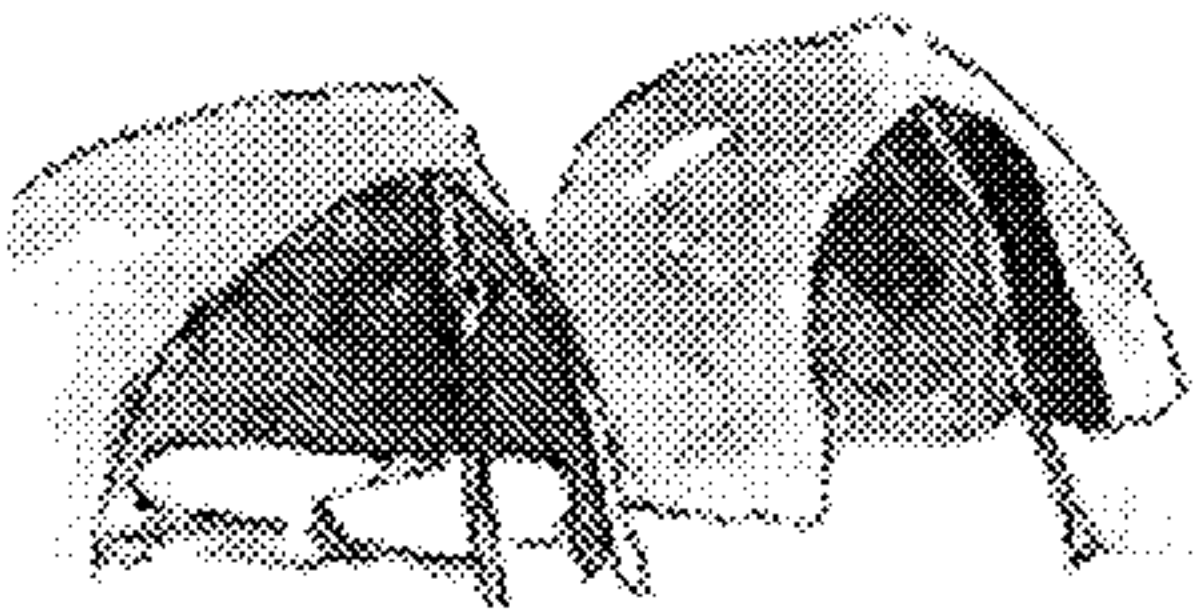
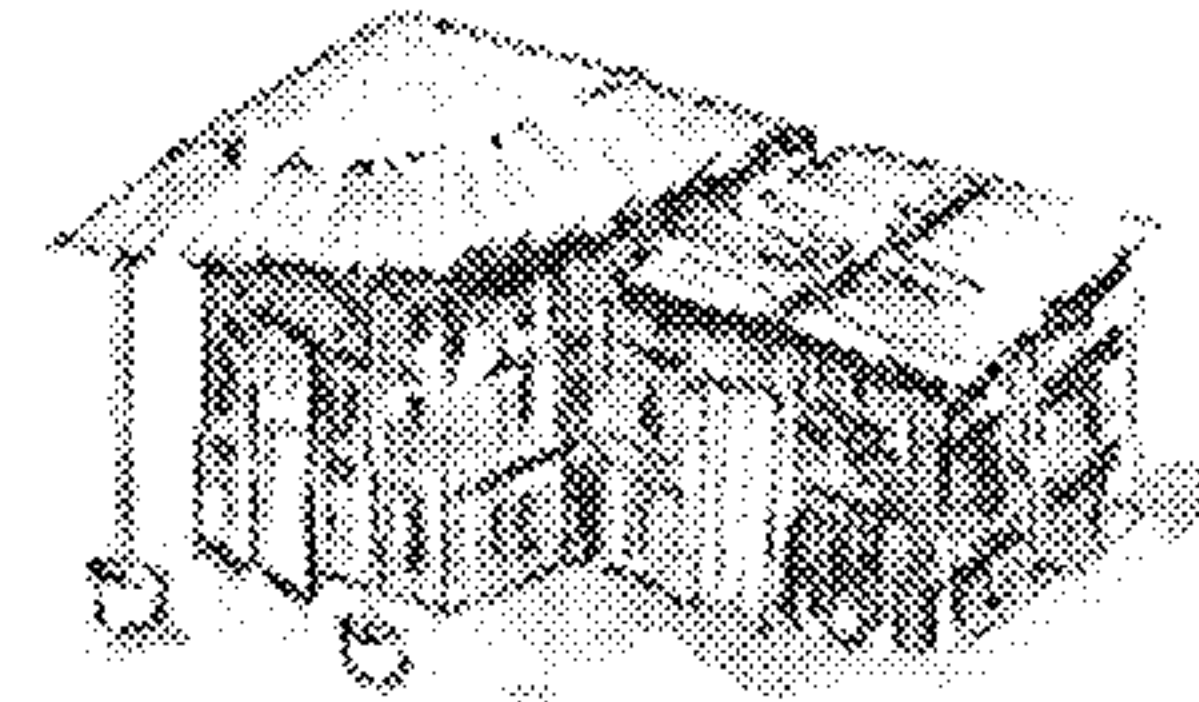
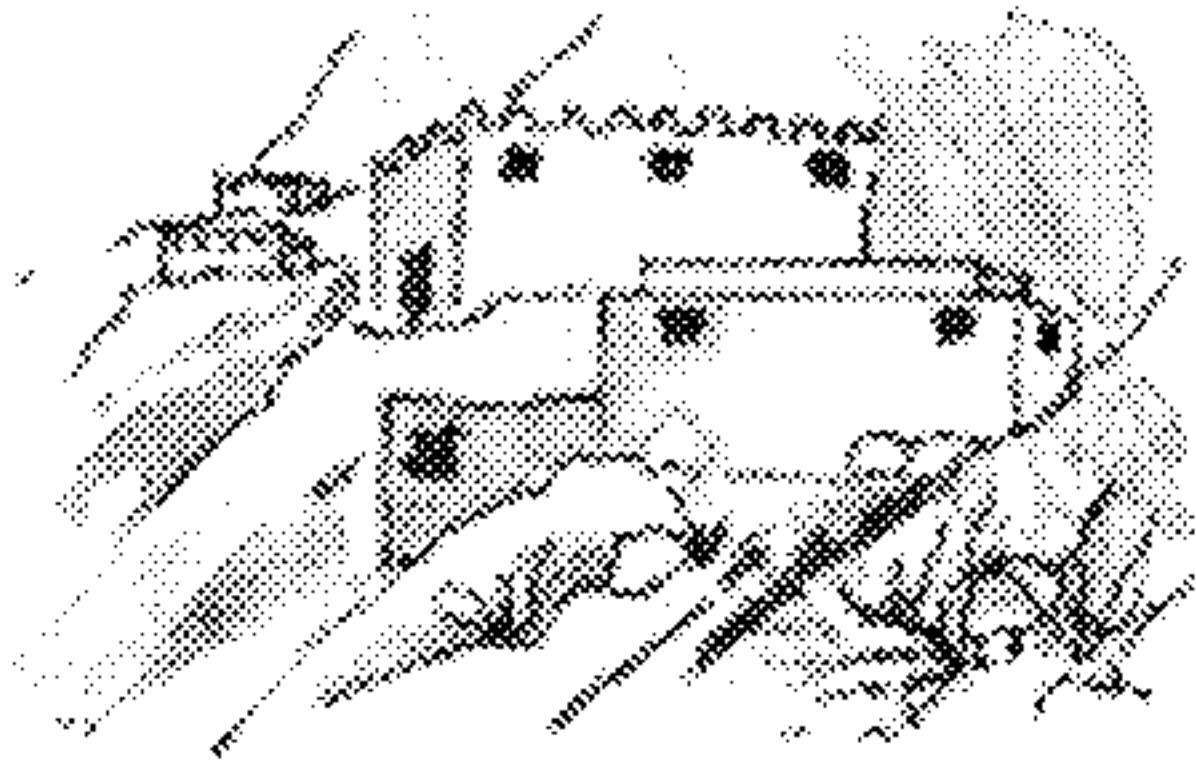
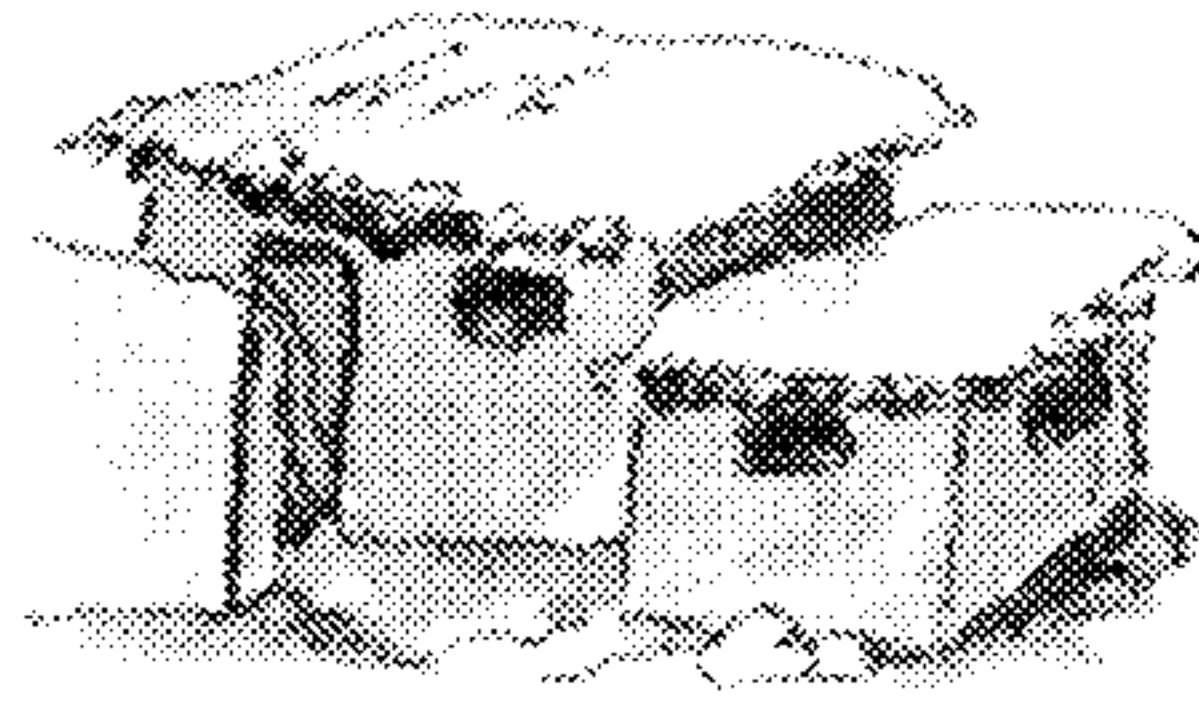
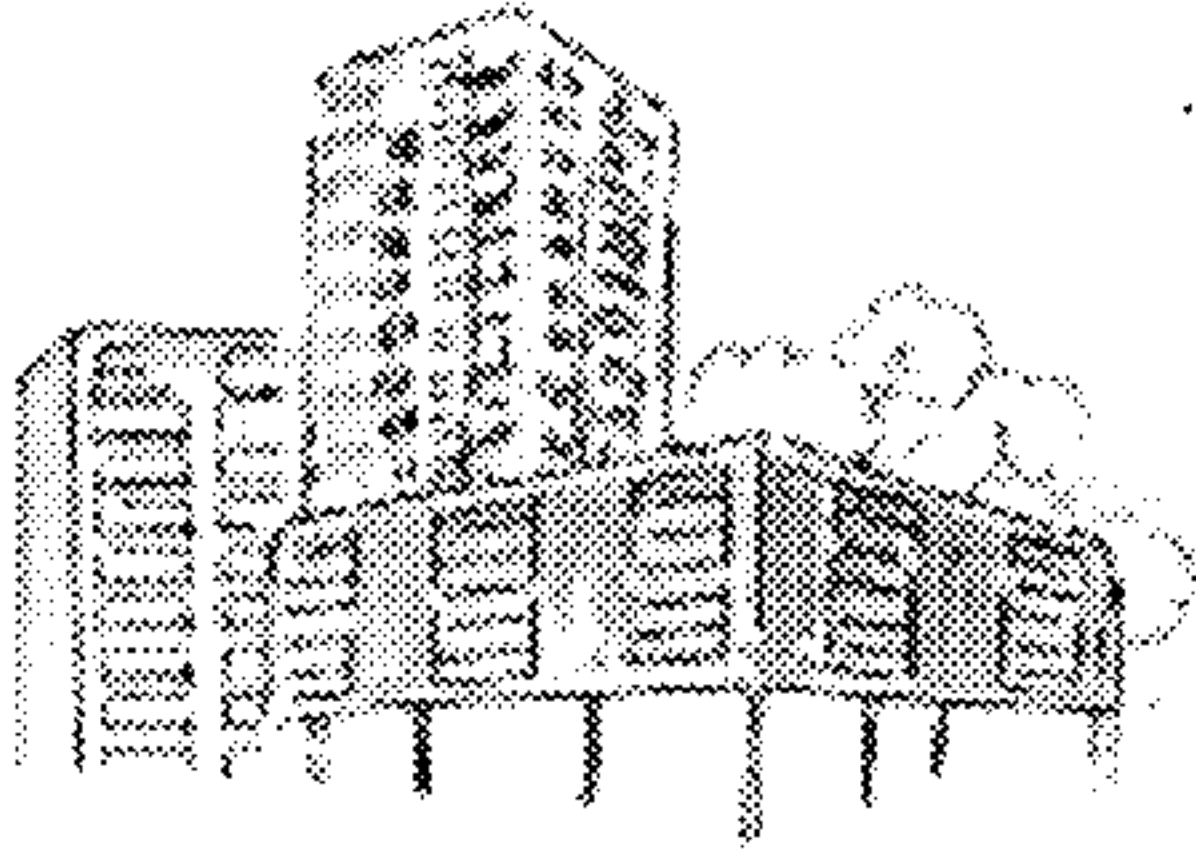
____

____

____

____

____

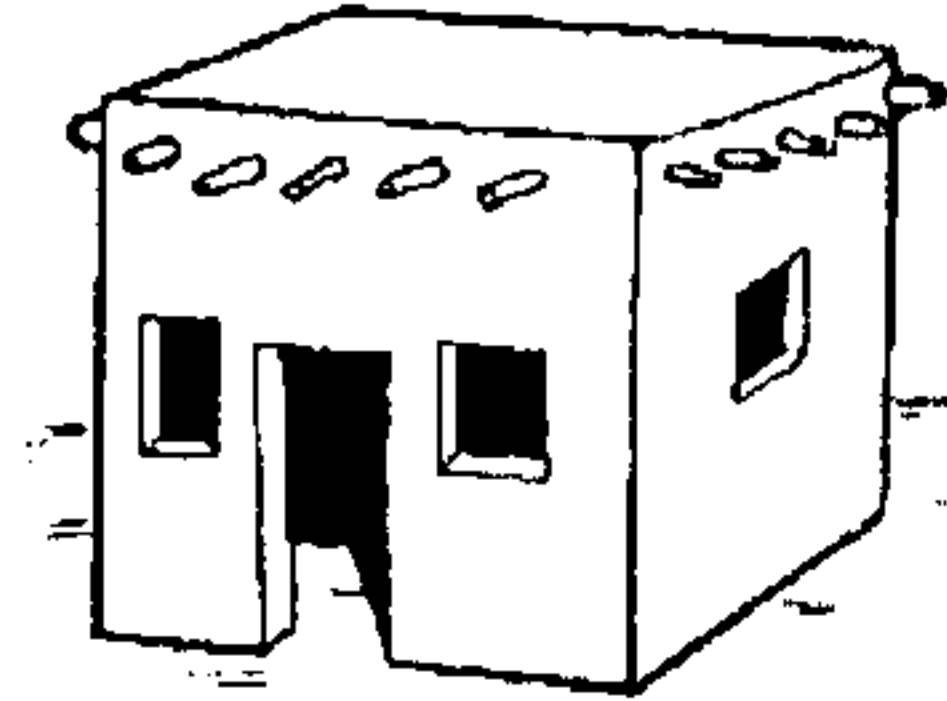
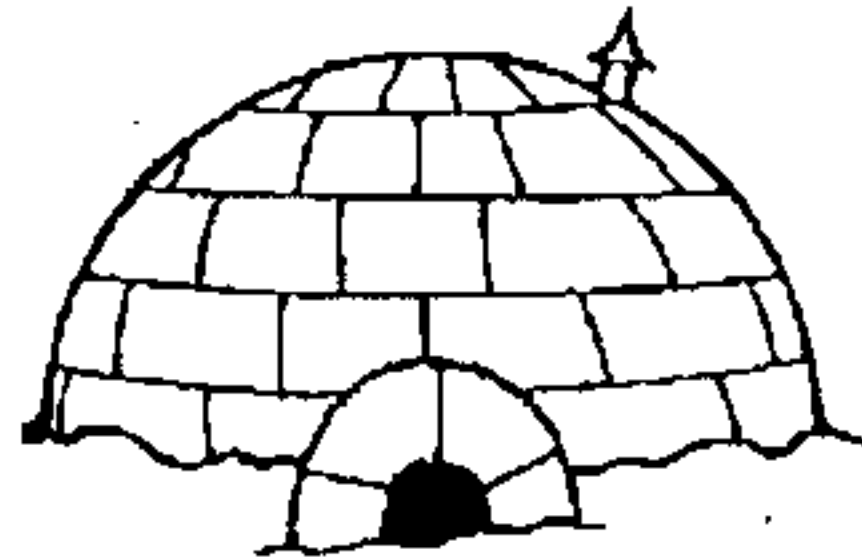
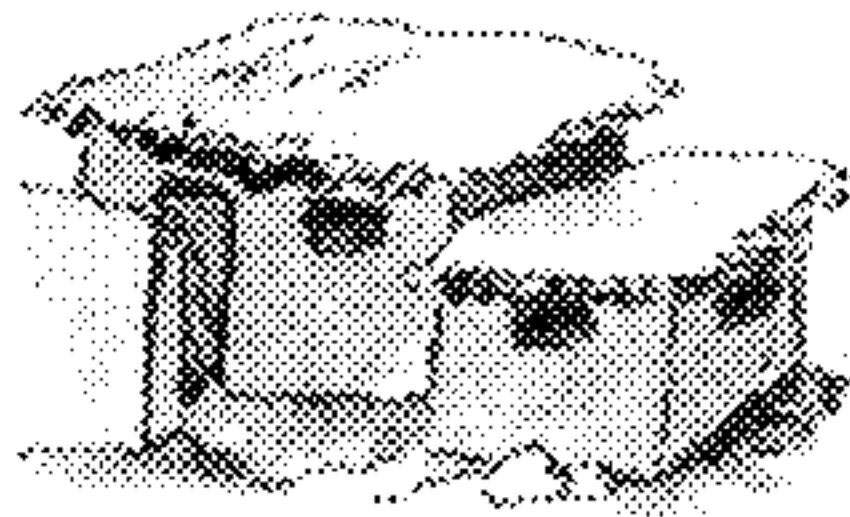
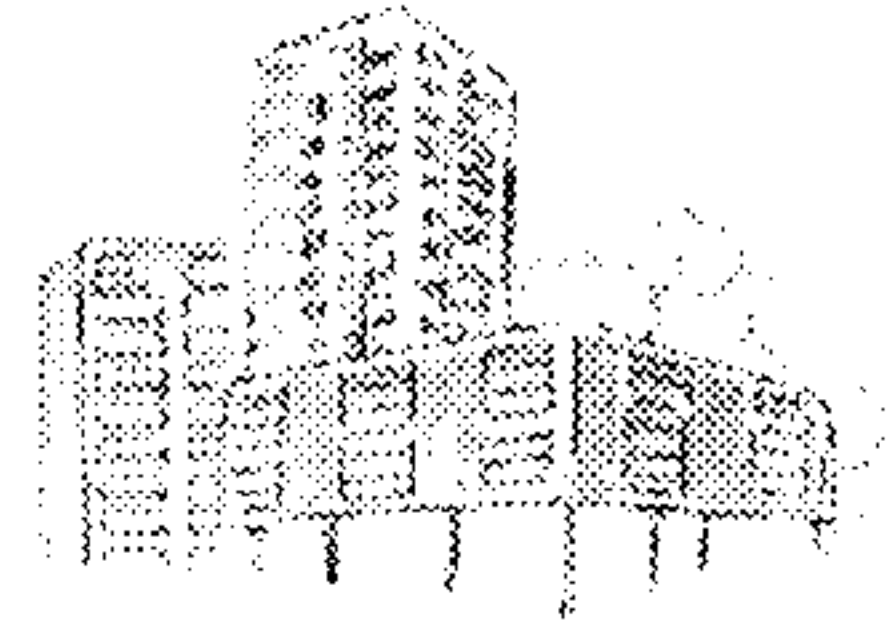
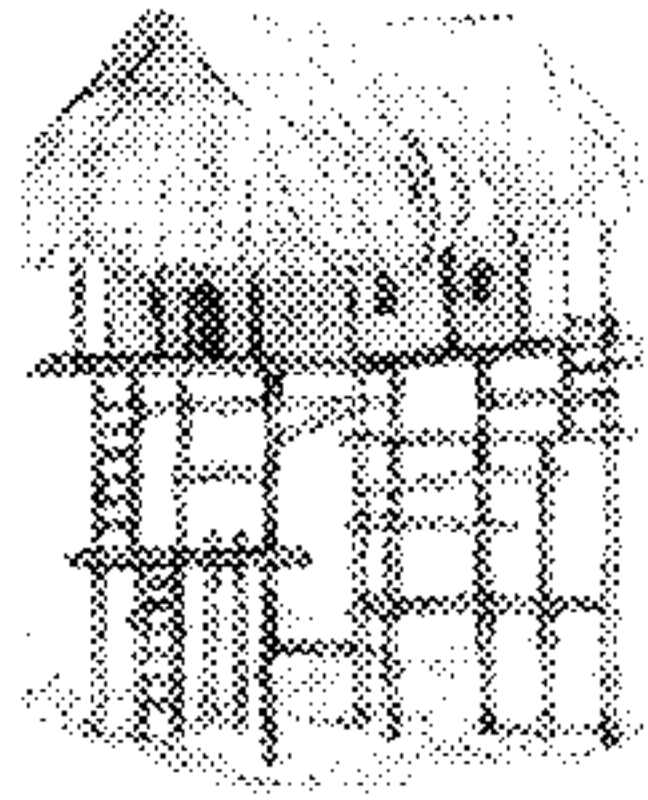
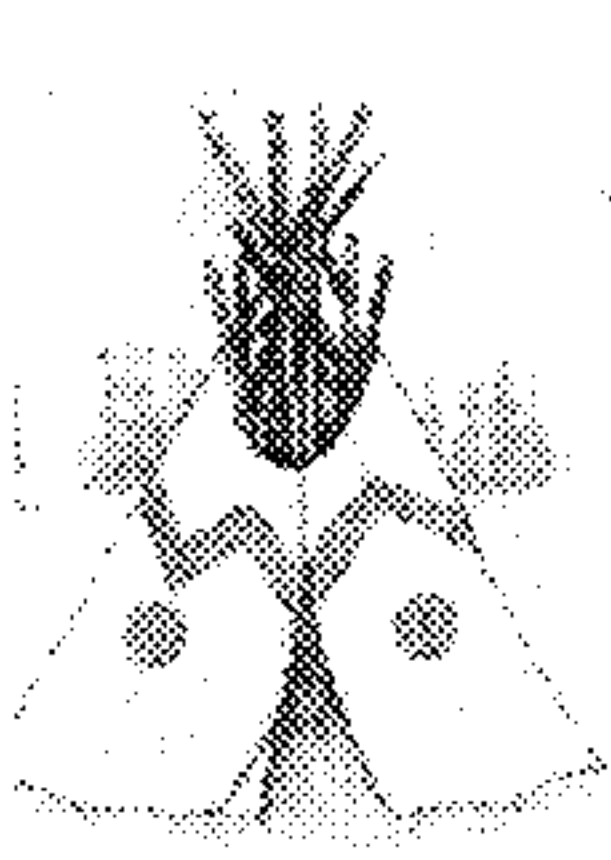
Teacher Worksheet
Pictures of houses

Houses

Q-1) Look at the pictures of different types of the houses and write what are these houses made of.

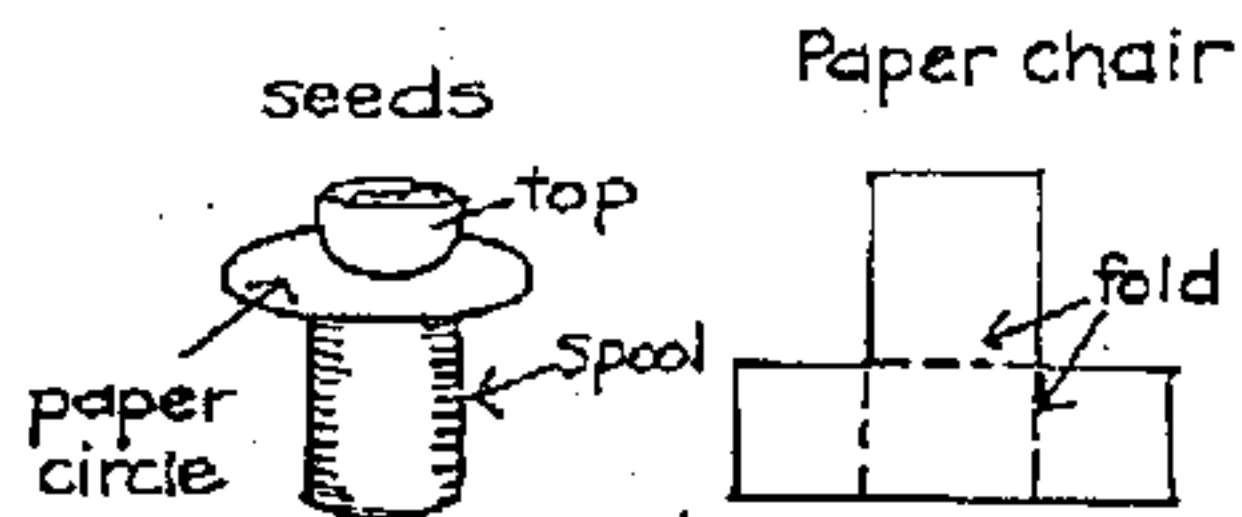
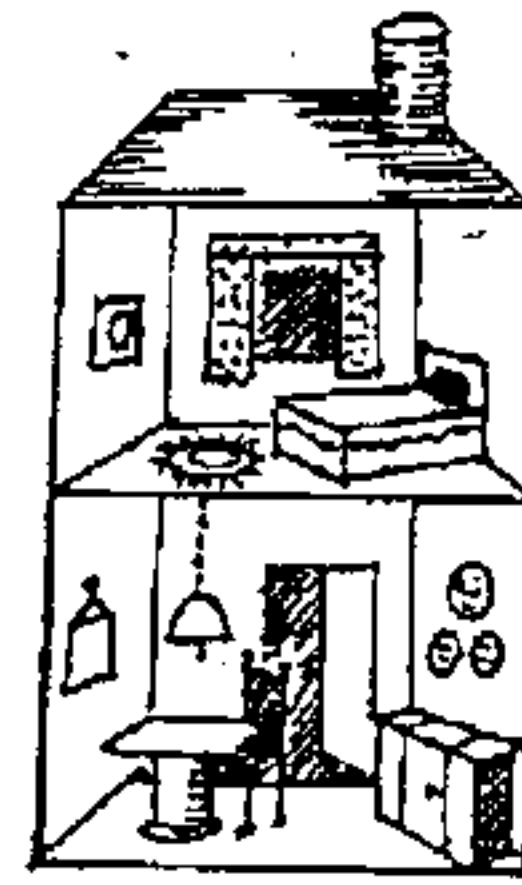
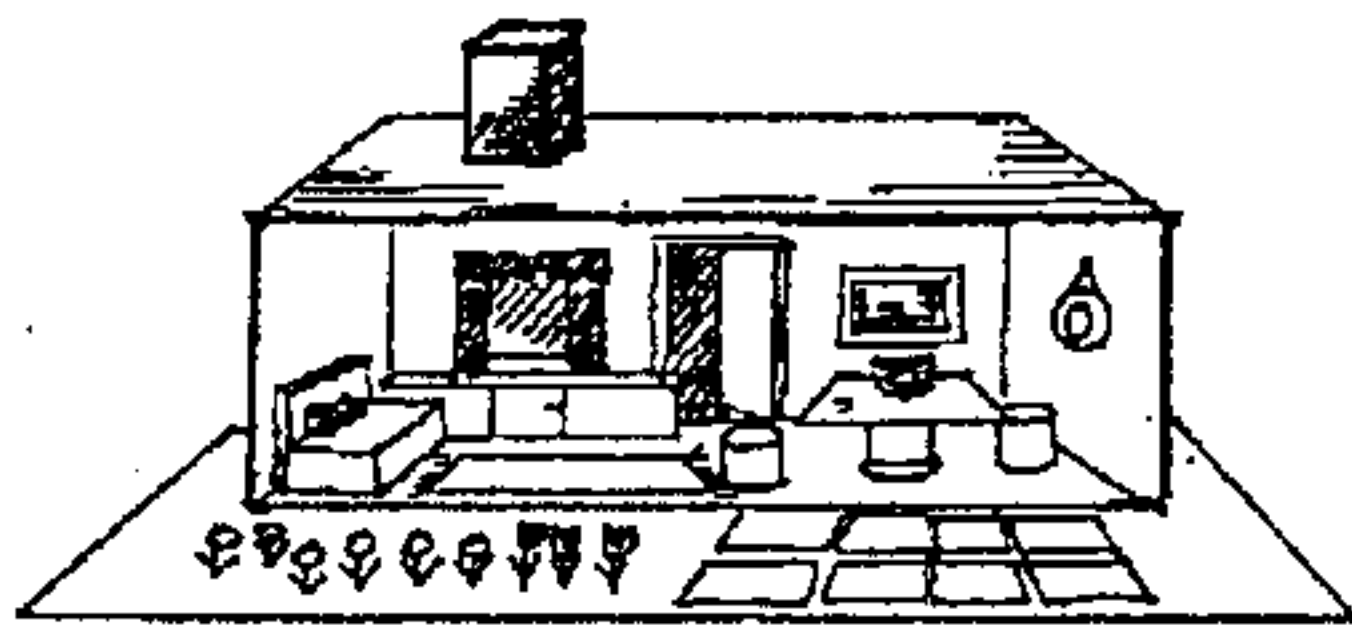
____

____

____

____

2-What are houses in your village made of?

____

____

6. Give each child a working space with scissors and glue available.
7. Newspapers covering workspaces make cleanup easier.
8. Let children gather materials from the counter or table and go back to their working space.
9. Using the knife cut doors and windows where each child designates.
10. Children can also come to the teacher in turns.
11. Allow a longer working time for this project as six – and seven – year olds become very involved in constructing their rooms or houses.
12. Often they will want to play with them afterwards.

Additional Activities

- If the classroom is large enough, the class could construct a village or town.
- Large pieces of paper could be taped together to form a base for this construction.
- Streets, parks, and public areas could be marked out.

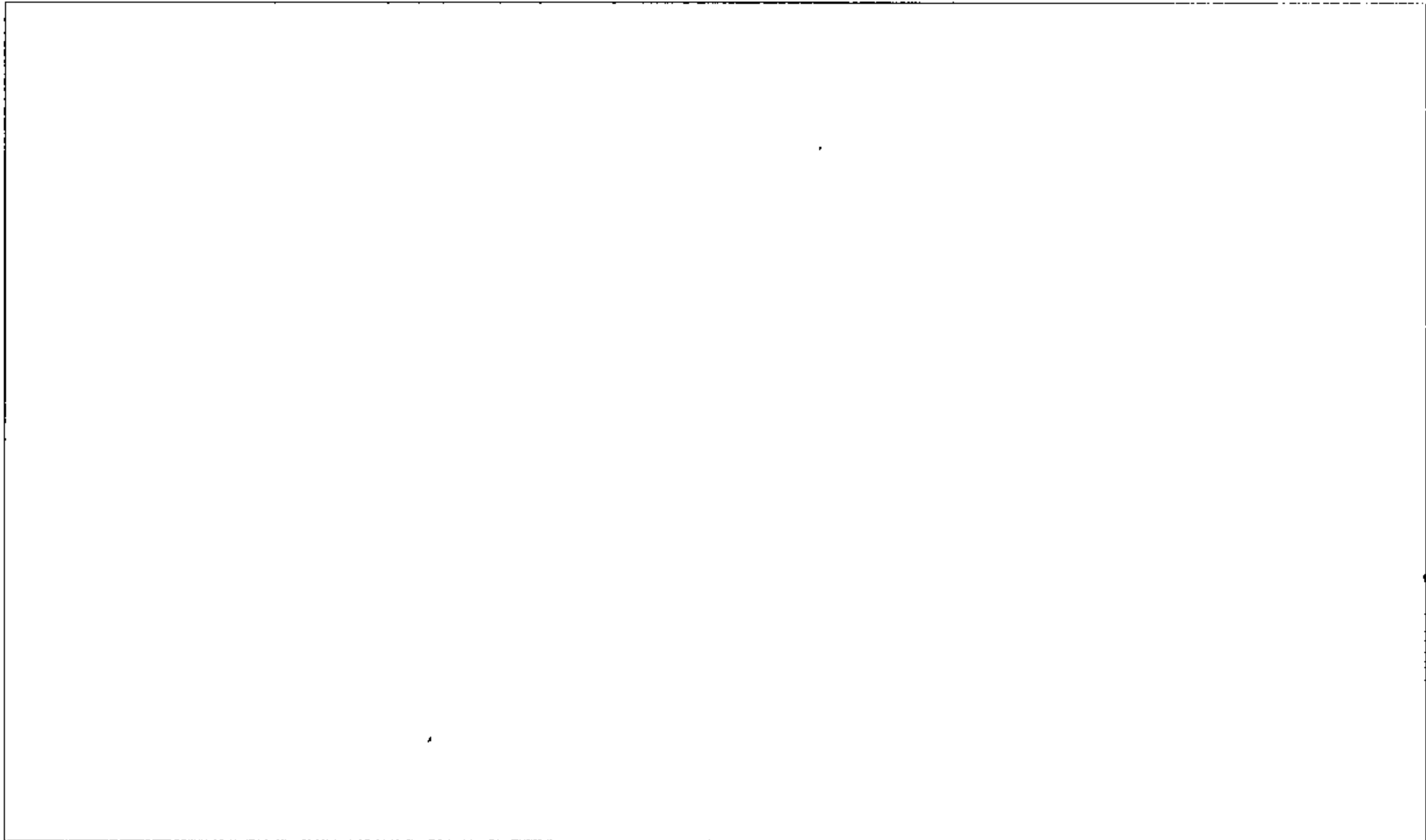
Facts about my school

1-My name is__________________.

2-The name of my school is____.

3-There is a principal's___________________________in it.

4-Principal's name is_______________________.

5-My teacher's name is___________________________.

6-There are ______________________________classrooms in my school.

7-We also have a__________________________ in the school

8-I Like my school because____

______.____

This is how My school looks like.(Drawing)

Facts about my school

Worksheet

Match the Job with the title by drawing lines

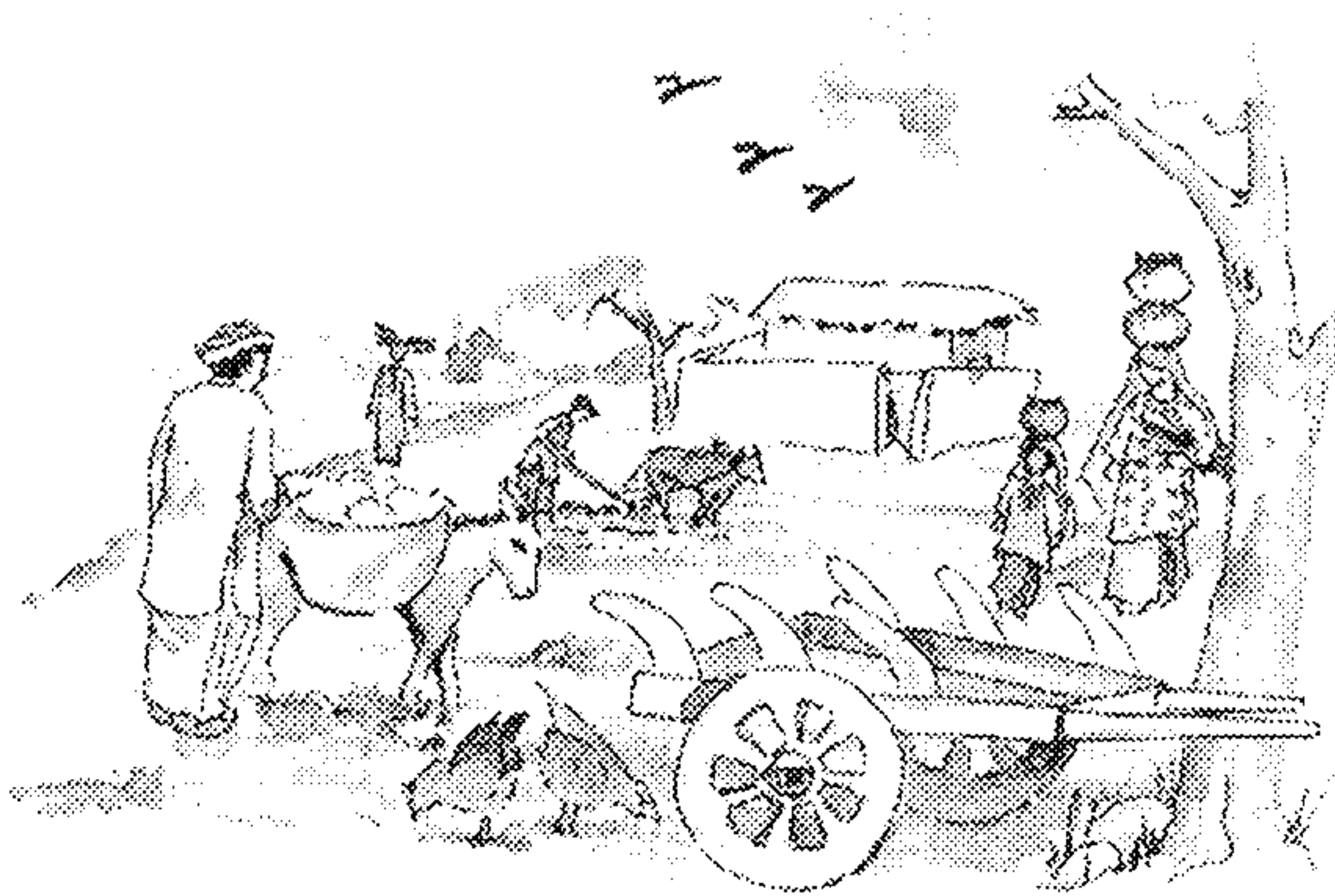
1-Principal	Takes care of the garden
2-Teacher	runs the library
3-Ayah	Teaches the students
4-Gardener	Runs the school
5-Librarian	Helps the teachers and looks after children

Level 1

Term 3

Level 1 **Term 3** **Week 2** **Day 1**

Our community

Look at the picture and answer the questions.

Q-1)What are the houses made up of?

____

Q-2) What are the people doing?

____

____

Q-3)What else do you see in the picture?

____

____

Q-4) This community is a__________________(village, city).

Level 1 **Term 3** **Week 2** **Day2**

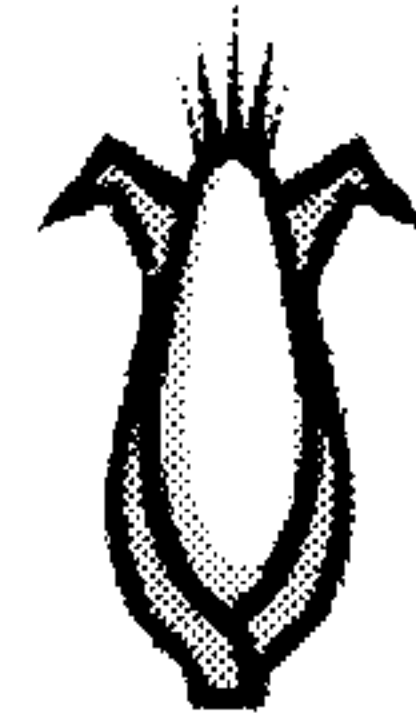
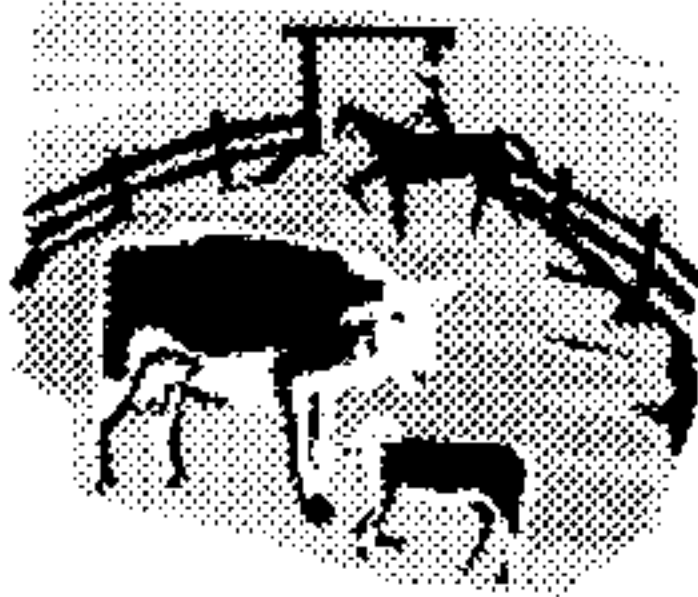
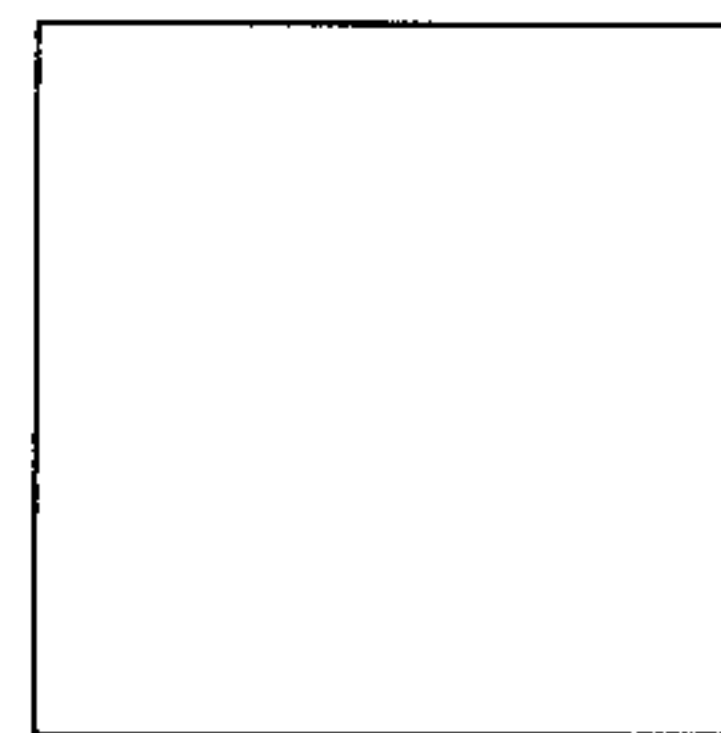
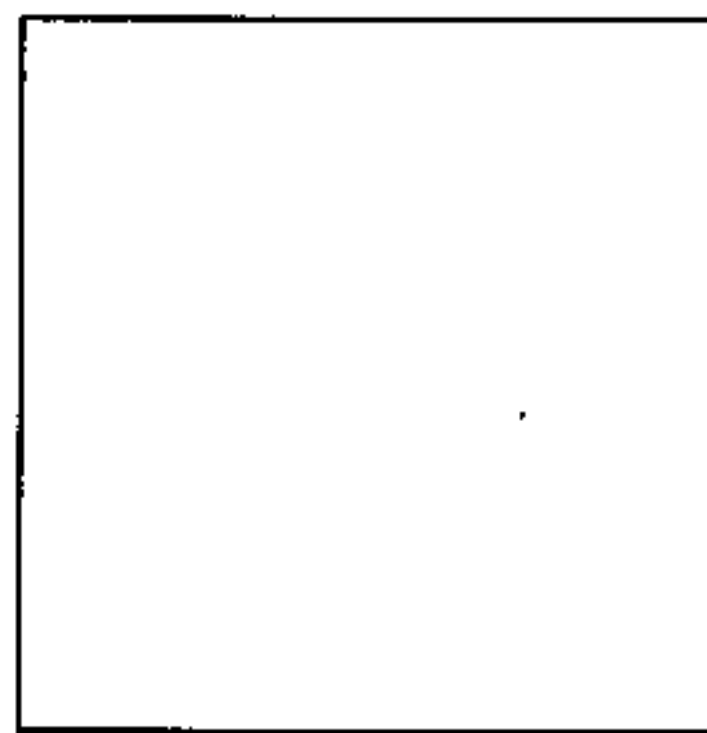
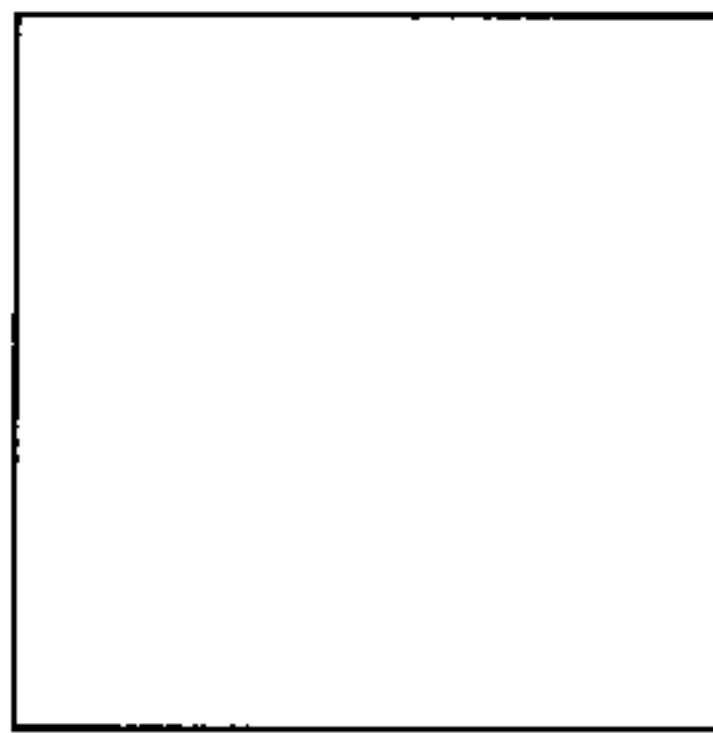
Community Helpers

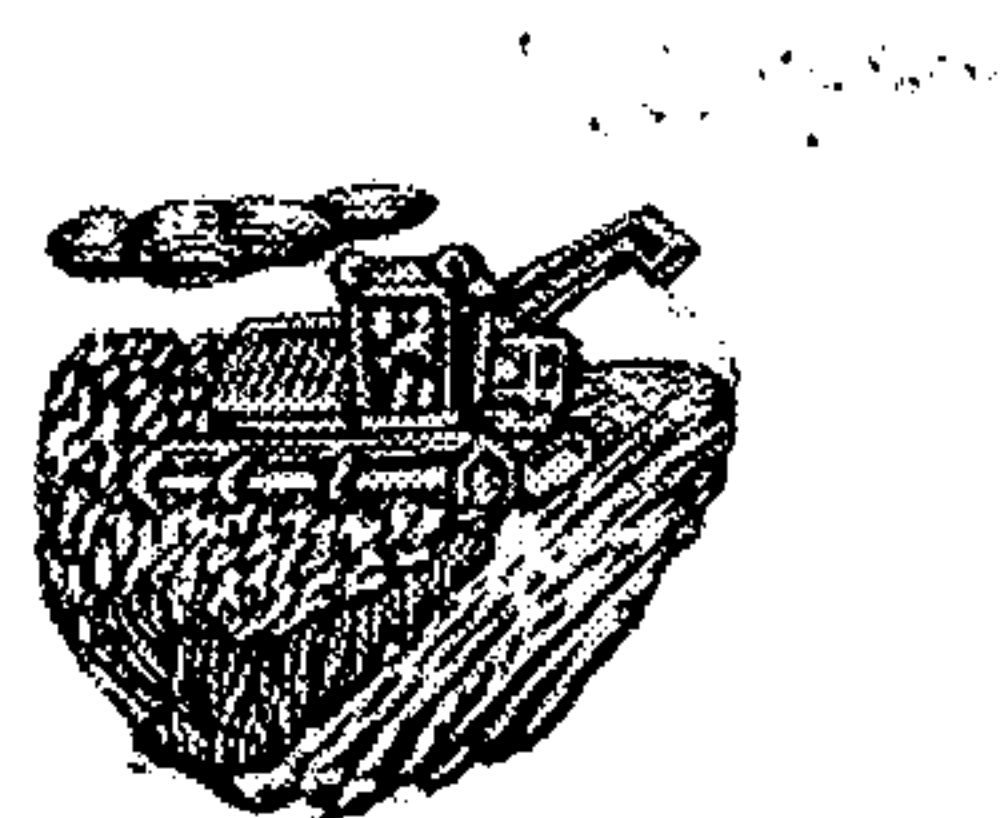
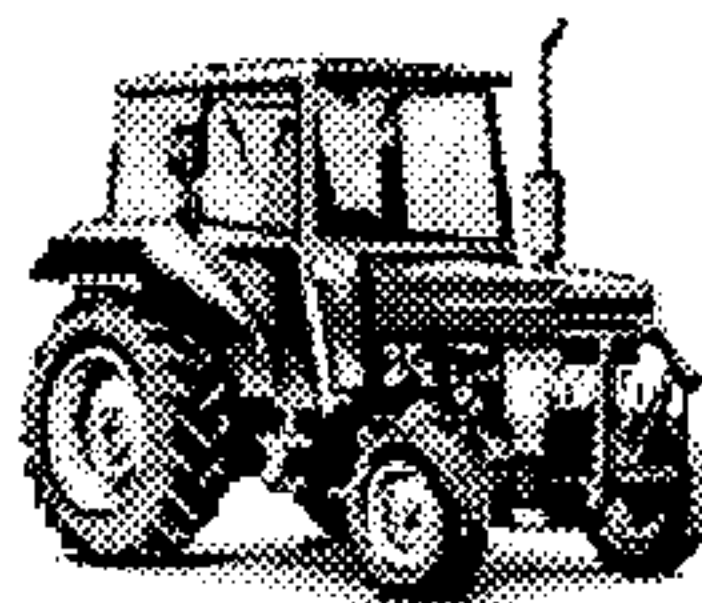
Match the community service with the helper by drawing lines,

1-Grocery store owner	a) educate people
2-Teachers	b) grow crops, fruits and vegetables
3-Farmers	c) sell groceries
4-Doctor	d) keeps law and order
5-Policeman	e) treats the people who are sick

Level 1 **Term 3** **Week 3** **Day 2**

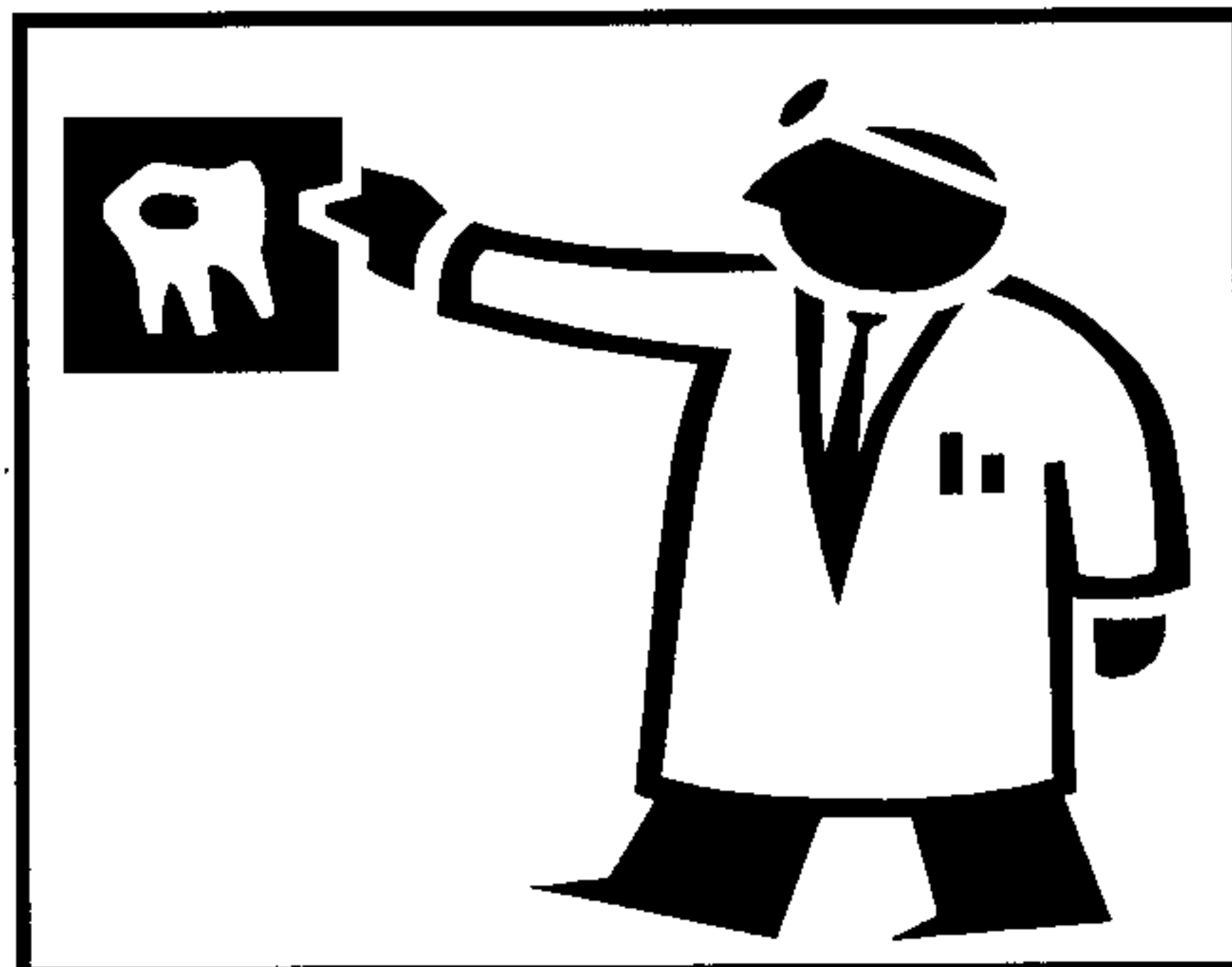
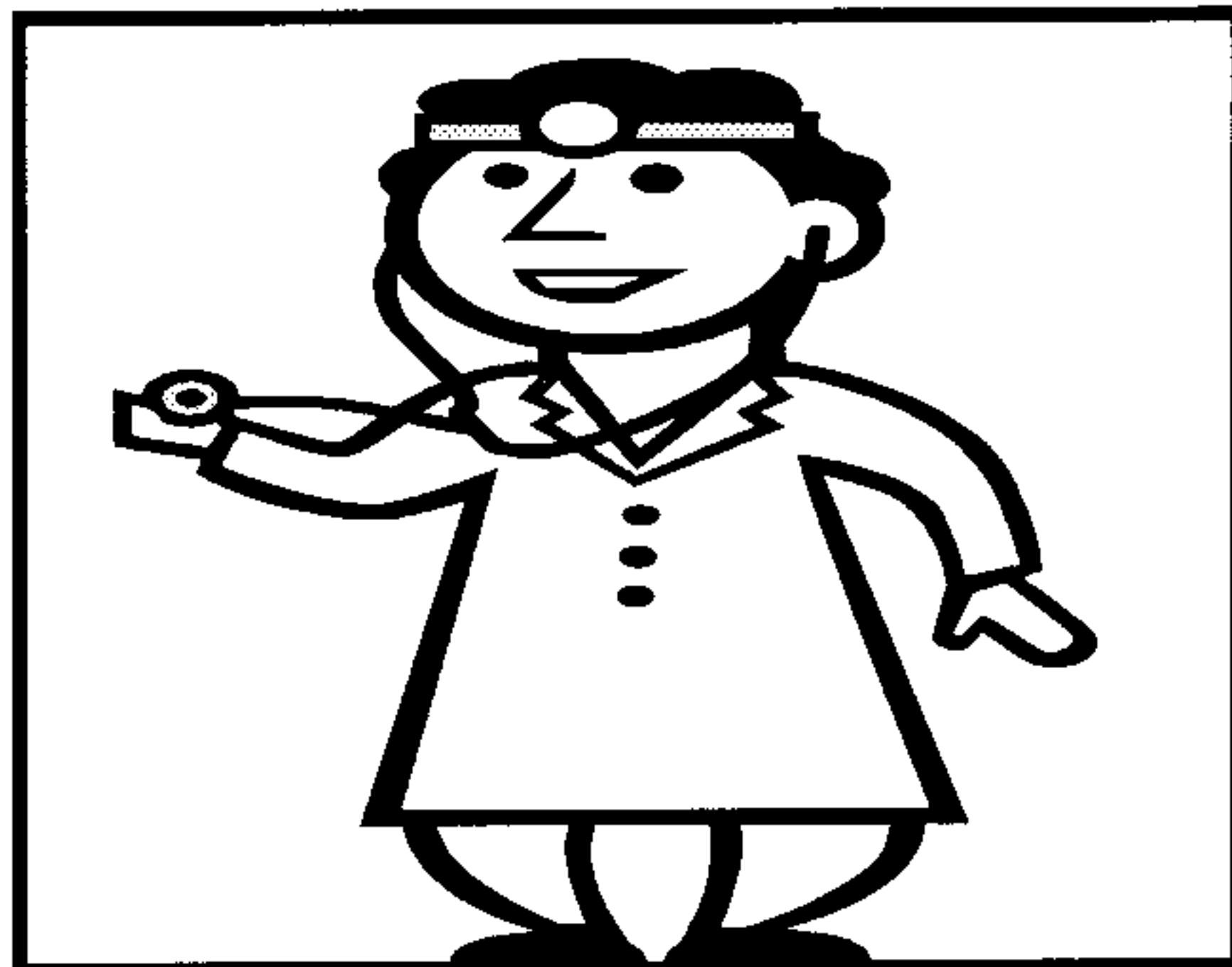
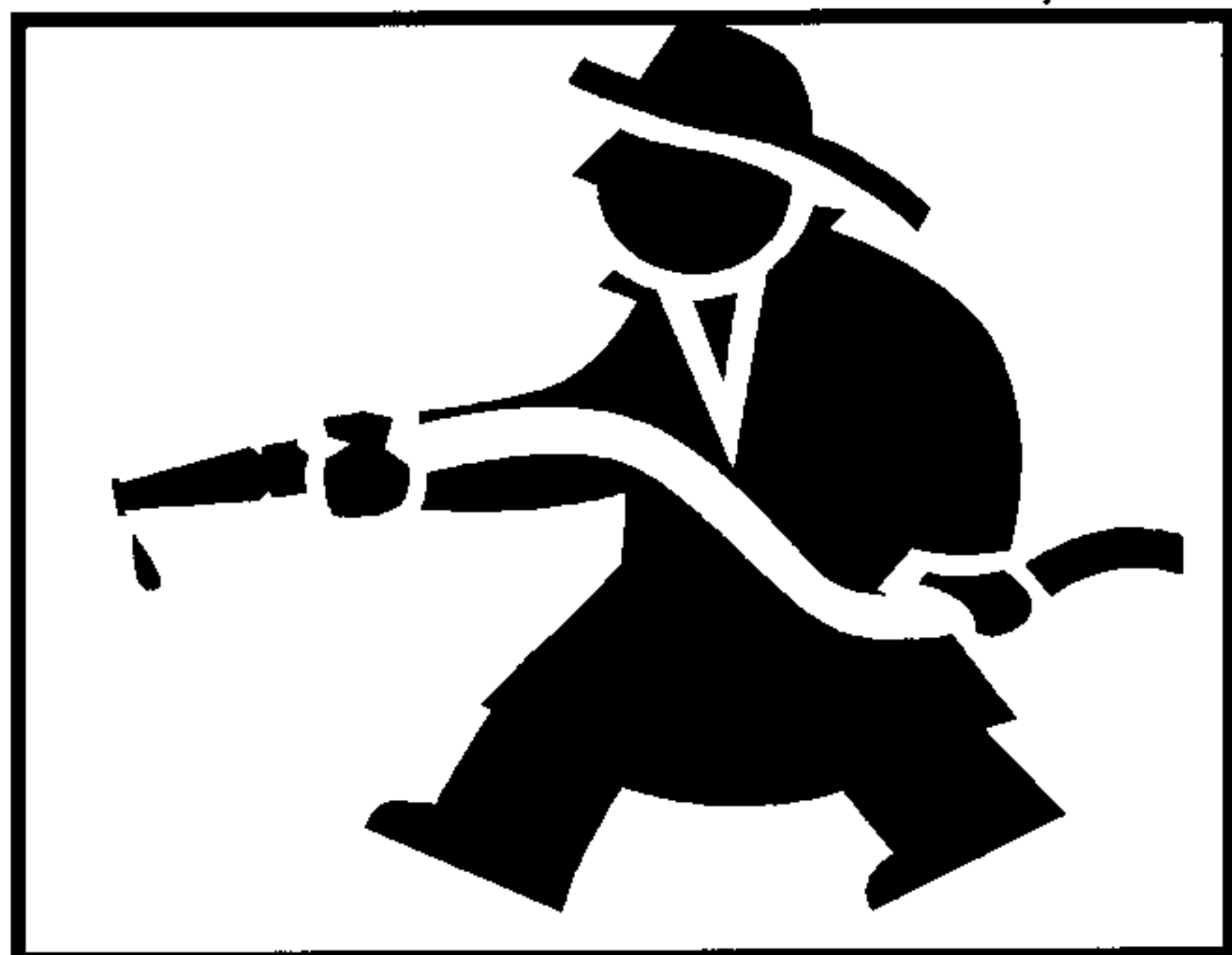
Farming

Circle the picture that is not something a farmer would raise or grow on a farm.

Circle the picture that is not something that a farmer would do while working on the farm.

Circle the picture that is not something a farmer would use while working on the farm.

Level 1 | Term 3 | Week 4 | Day 1

Community Helper Description Sheet

- This helper works in the community by rescuing people caught in fires and putting fires out.
-
- This helper works in the community by protecting the safety of other citizens.
-
- This helper works in the community by helping those who are sick.
- This helper works in the community by driving people from one place to another.
- This helper works in the community by growing food for others.
- This helper works in the community by telling others how to be safe in their neighborhood.
- This helper works in the community by driving children to school.
- This helper works in the community by raising animals that are used to feed people.

Level 1 **Term 3** **Week 4** **Day 1**

Level 1 Term 3 Week 4 Day 2

Community Helpers

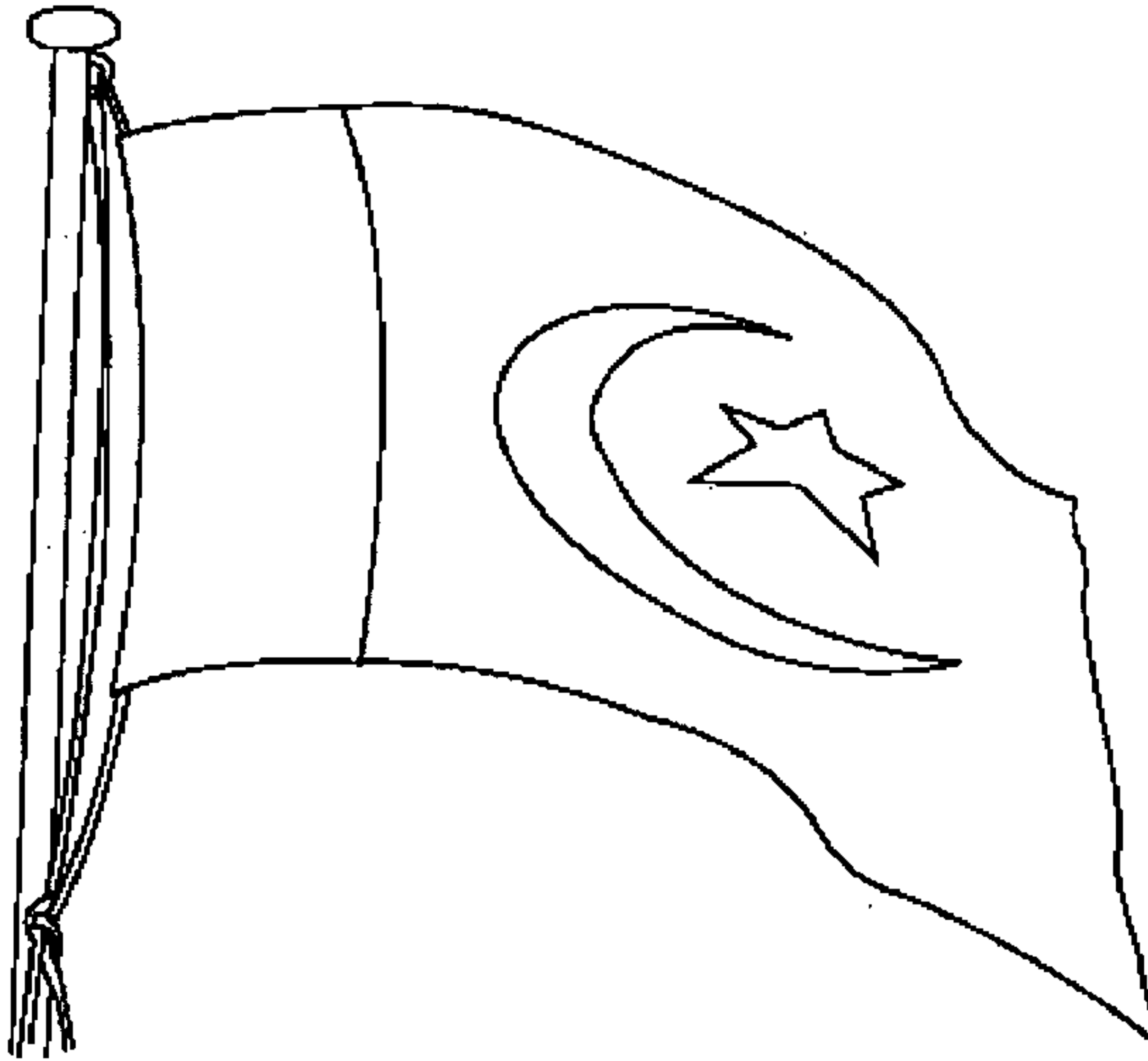
Choose the community helper from the list and write in front of the service it gives.

Fire fighter
Driver
Policemen
Doctor
Farmer
Teacher

Help us when we are sick.	
Grows food for us.	
Help to educate people.	
Help to put off fire.	
Drive vehicles for us	
Keep law and order	

Level 1 | Term 3 | Week 5 | Day 3

Our Flag

Colour the picture of Pakistan's flag.

On the flag:

Color showing Muslims is______________________________.

Color showing non-Muslims is______________________________.

Level 1 **Term 3** **Week 5** **Day 4**

Our Flag

Q 1) What colors are used in our flag?

____

____

Q2) Which color is more?

____

Q3) Which color is less?

____

Q4)What shapes do you see on the flag?

____

____

Q5)What does green color show on the flag?

____

____

Q6)What does white color show on the flag?

____

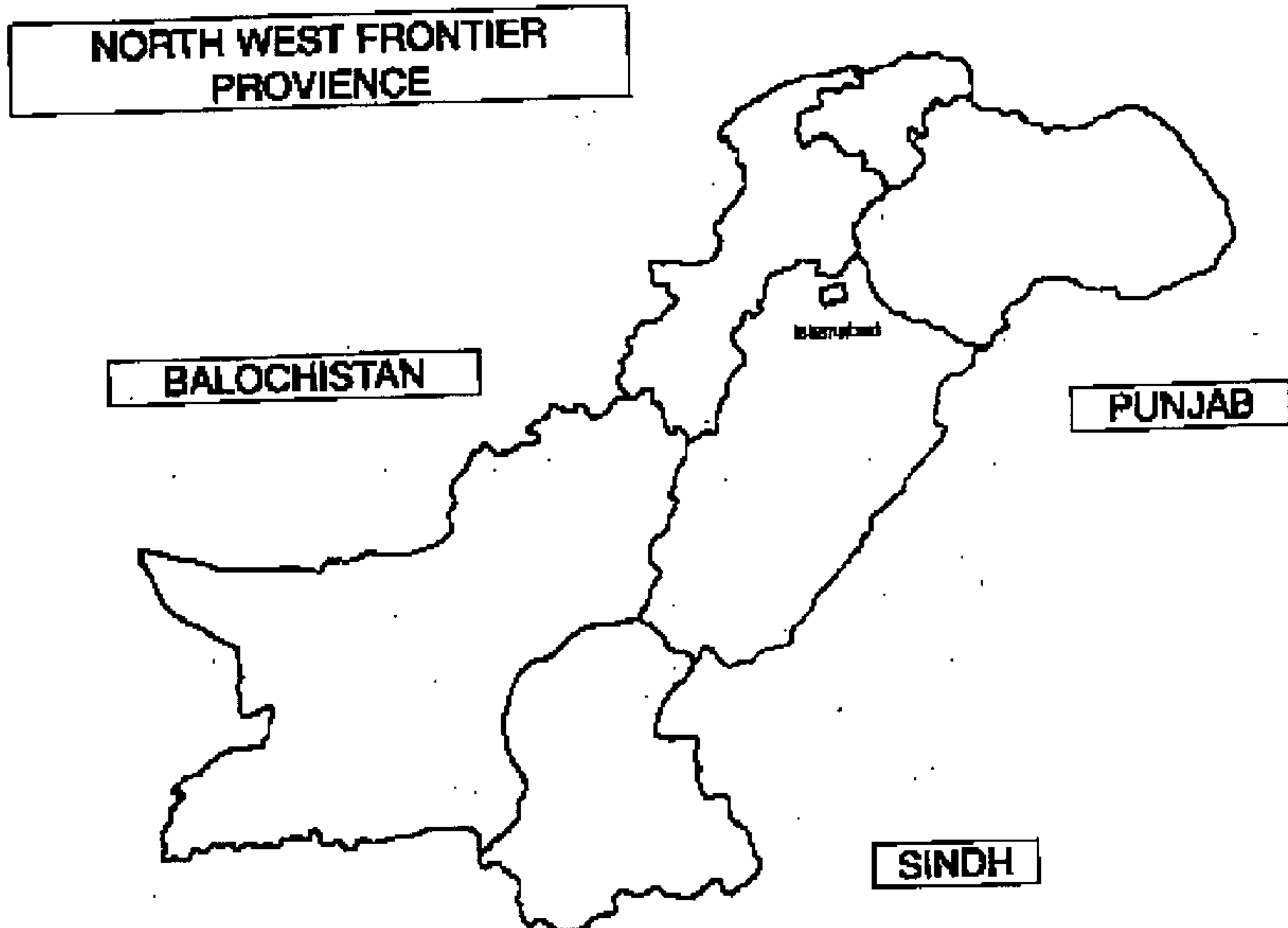
____

Level 1 **Term 3** **Week 6** **Day 1**

Map Of Pakistan

Color four provinces of Pakistan.

Level 1 **Term 3** **Week 6** **Day 3**

Our Country

Write the names of four provinces of Pakistan?

____

____

____

____

What is the capital of Pakistan?

____

____

____

Label the four provinces and the capital city on the map of Pakistan given below.

Level 1 **Term 3** **Week 6** **Day 4,5**

Level 1

Term 4

Level 1 **Term 4** **Week 1** **Day 1**

All about Earth

1-We live on the planet called ______________________________.

Globe

Orange

Ball

2-A__________________is a small model of planet Earth.

Land mass

People

Water bodies

3-Two things I can see on a globe are__________________

__________________________.

Level 1 Term 4 Week 1 Day 3,4,5

Earth's Western Hemisphere

Level 1 Term 4 Week 3 Day 1-6

Making a box town

This is an easy way to make a toy town using old boxes, cartons, colored paper, scissors, tape, paper tubes, and crayons.

To make buildings:

- Wrap up boxes and other empty containers with colored paper.
- Have an adult cut out doors if wanted.
- Use tissue tubes for chimneys.
- Decorate with windows, flower boxes, etc.

To make trees:

- Use a tissue paper tube for the trunk.
- Draw a green blob on stiff paper or cardboard for the leaf canopy and cut it out.
- Tape the green canopy to the tube.

Social Studies Lesson Plans

Level 1
Term 4
Week 1

Week	Curriculum Strand	Topic	Da y	Specific Objective	Home work
1	Learning about ourselves	Geographical concepts	1	Students will be able to identify globe and compare the shape of a globe to the shape of Earth	
1		do	2	Project Making a globe	
1		do	3	do	
1		do	4	d	
1		do	5	Revision	
1			6	Assessment	

Level 1		Learning about ourselves
Term 4	Lesson Plan	
Week 1 Day 1		

Topic: Geographical concepts

Objective: Students will be able to identify globe and compare the shape of a globe to the shape of Earth

Activity: Demonstration, written work

Material: model of Earth globe, copy of the worksheet for each child

Procedure

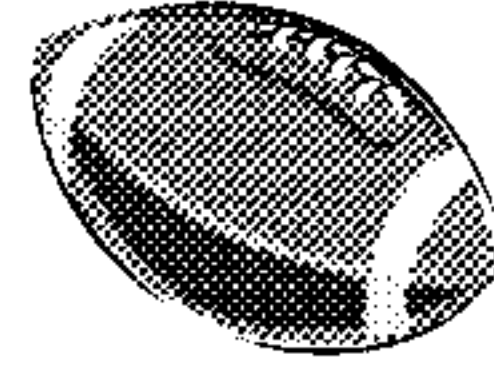
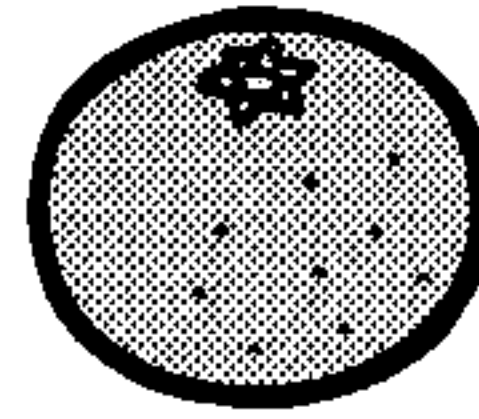
Warm-up Q/A

- Introduce the lesson by showing the students a globe.
- Ask the students if they know what it is or what the globe represents.
- Listen to their responses.
- Then tell the students that the **globe is a small scale model of the Earth** and it is used to show people the placement of the land and bodies of water that exist on the planet.
- Tell the students that in today's lesson, they are going to learn about this planet and the special model called a globe that we use to show others what the Earth looks like from space.

Demonstration/Explanation

- Ask the students what shape the globe is? and allow them to respond.
- Most students will state that it is a circle, but explain that it is called a sphere.
- Ask the students to name some other spheres that they have seen before such as a basketball, a balloon, an orange, and the Earth.
- Point out the land and state that these areas are where the people live, then point to the water and explain that this is necessary in order to drink and use for other living purposes.

Written work

- Distribute the worksheet to the students and read each page to the students as they follow along.
- After the sentences are read, have the students choose the correct words and write the word(s) in the blank spaces provided.

Level 1 **Term 4** **Week 1** **Day 1**

All about Earth

1-We live on the planet called ____.

Globe

Orange

Ball

2-A______________________is a small model of planet Earth.

Land mass

People

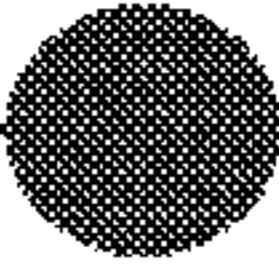
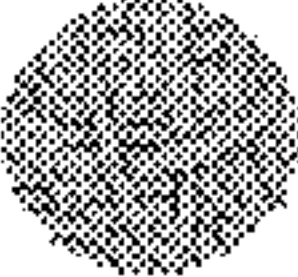
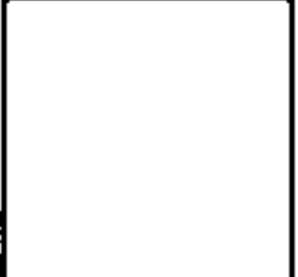
Water bodies

3-Two things I can see on a globe are________________________________and_________
_________________________________.

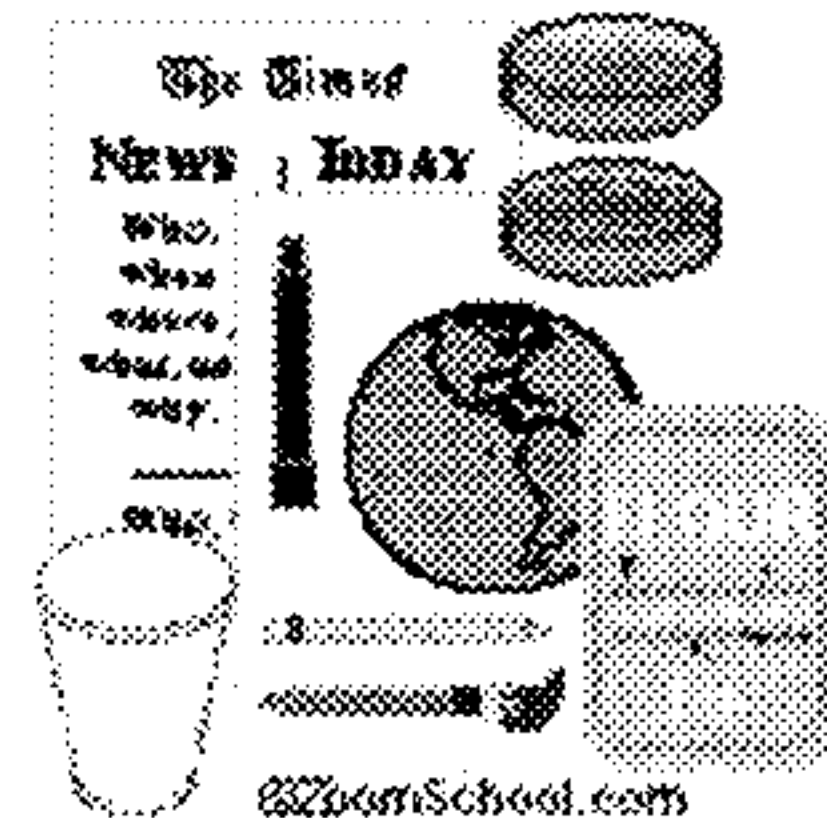
Level 1		Learning about ourselves
Term 4	Lesson Plan	
Week 1 Day 2,3,4		

Project: Making a Globe

The teacher will do main work in this project.

Papier-Mâché Globe

Make your own globe of the Earth from a balloon covered with newspaper, flour-water glue, and paint. Although this is a messy project that takes days to complete, the results are very nice and teach a tremendous amount about geography.

Supplies needed:

- A round balloon
- Lots of newspaper
- Flour and water glue (instructions below)
- A container for mixing the glue (old plastic containers work well)
- A spoon or stick to stir the glue
- A printer
- Pencil
- Blue and green tempera paint
- Paint brushes
- A dark marker

Make a simple, thin glue from flour and water. Mix 1 cup of flour into 1 cup of water until the mixture is thin and runny. Stir into 4 cups of boiling water (the heating gives the glue a nice consistency, but is

not necessary). Simmer for about 3 minutes, then cool.

Tear a lot of strips of newspaper. Strips should be about 1 inch wide; the length doesn't really matter.

Blow up and tie a round balloon for each student.

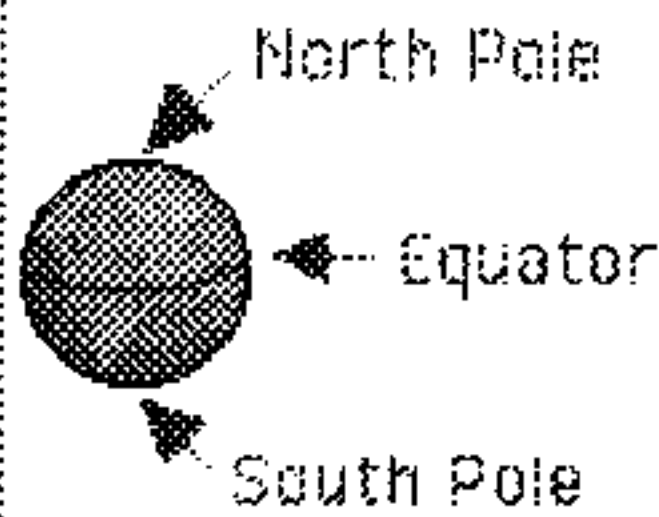
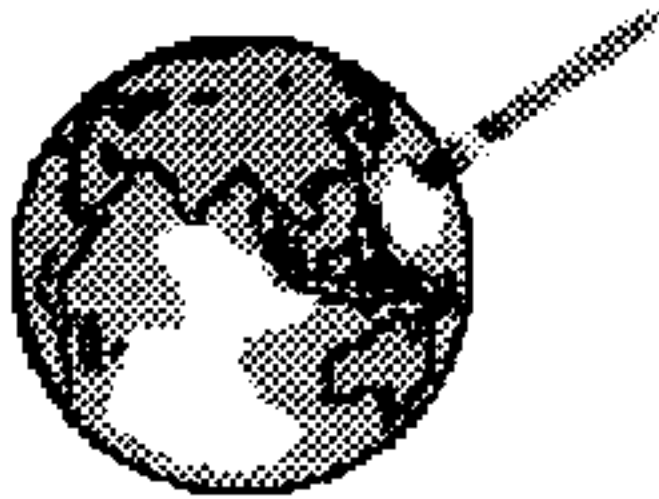
Papier-Mâché: Dip each strip of paper in the flour glue, wipe off excess, and wrap the strip around the balloon. Have at least three layers surrounding the balloon. Let it dry (at least overnight) after each layer.

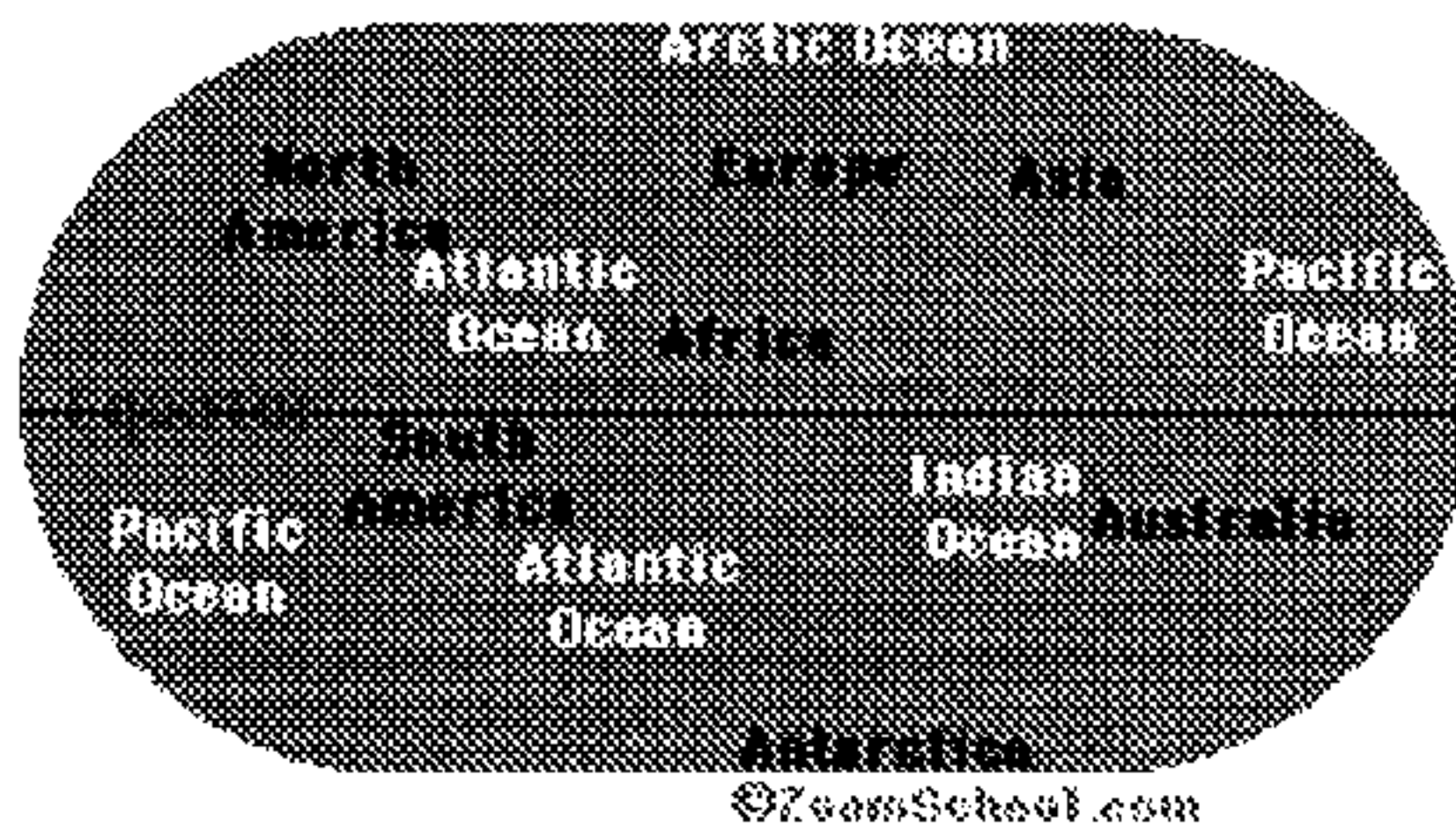
Let the globe dry completely (it may take a few days). When the papier-mâché is dry, the balloon usually pops by itself, and separates from the outer papier-mâché skin.

Print out maps of the Earth (or use a commercial globe or maps).

If using our printouts, choose color map printouts (Western Hemisphere and Eastern Hemisphere) or black-and-white map printouts (Western Hemisphere and Eastern Hemisphere).

North Pole
Equator
South Pole

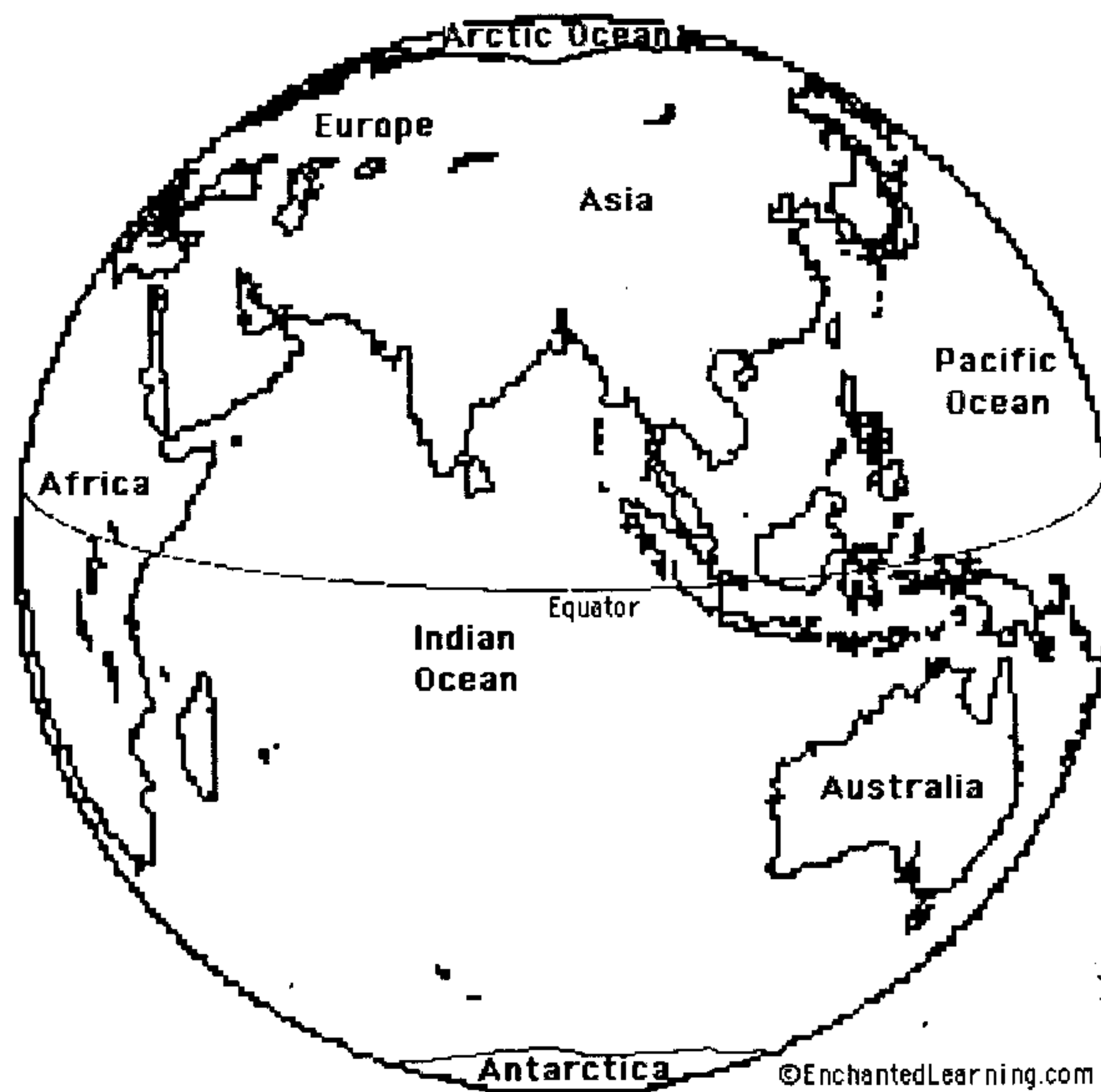
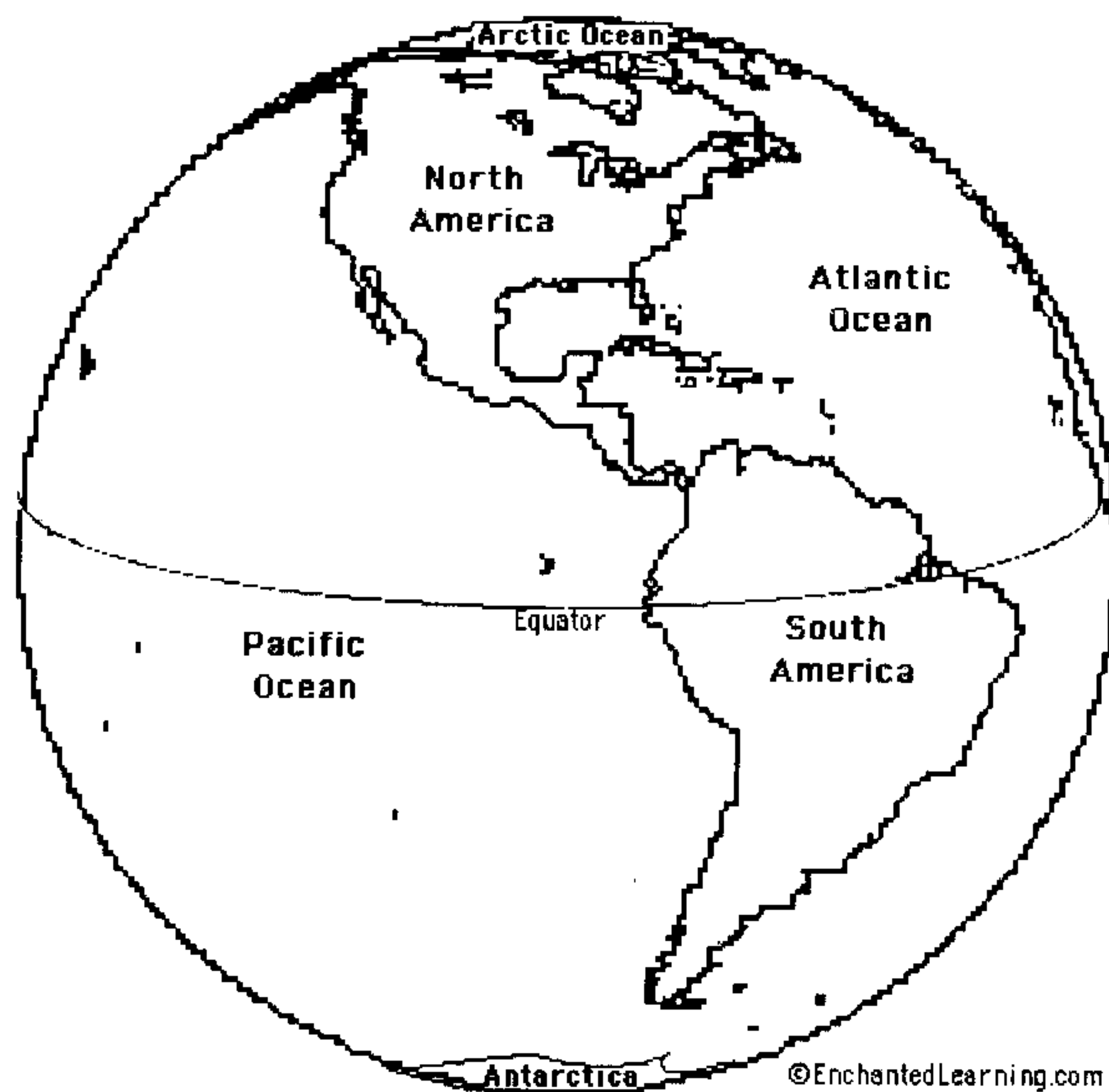
Draw the Continents on the Globe:

- Using a pencil, draw a line around the midsection of the balloon representing the equator, and draw a dot for each of the poles.
- Draw the continent you live in. To draw each continent, show the student the shape of that continent, how big it is in relation to the globe, and where it is positioned (with respect to the equator, the poles, and the other continents). Using a pencil, draw that continent on the globe.
- Repeat this process for the other continents.

Work on a bed of newspapers; this is pretty messy. Paint the seven continents green with tempera paints.

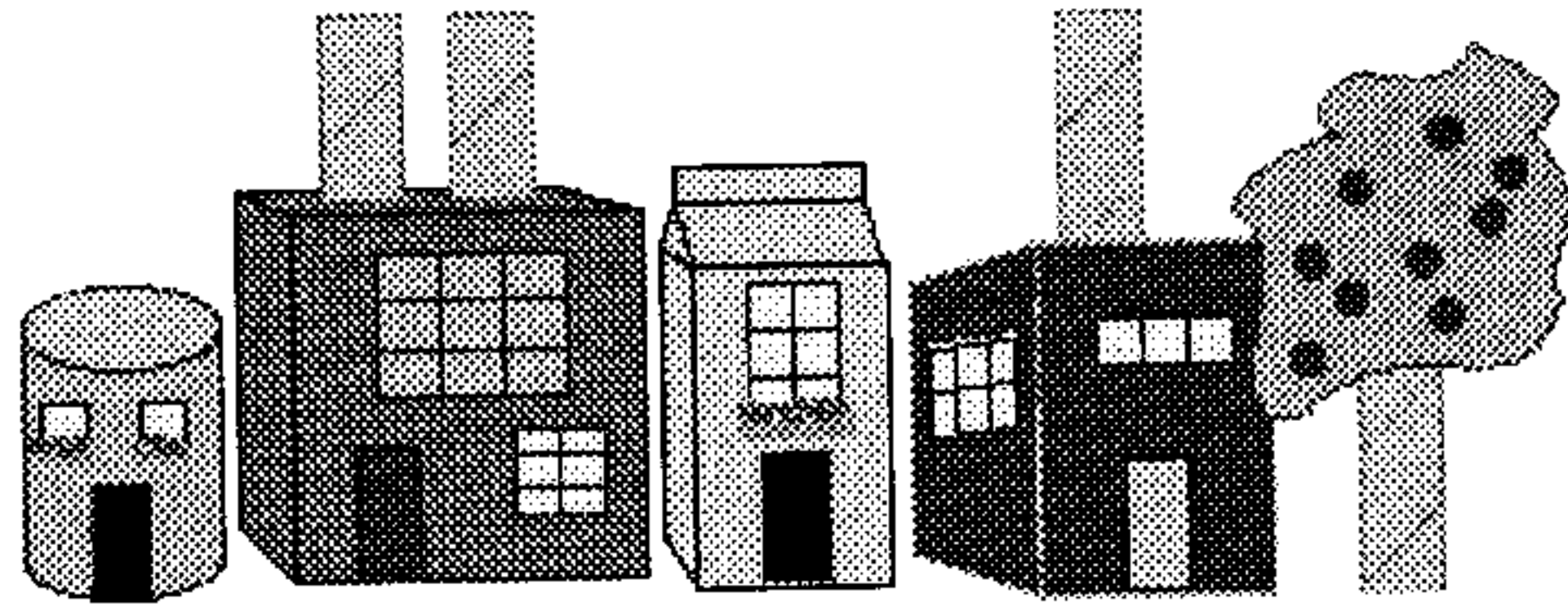
When the continents are done and the paint has dried, use blue paint to represent the oceans, seas, and lakes. Let the paint dry.

Using a dark marker, have the student label the major features on the globe and also where the child lives. The student can mark and label the equator, the seven

	continents, the oceans, the poles, etc. (depending on the student's grade level).

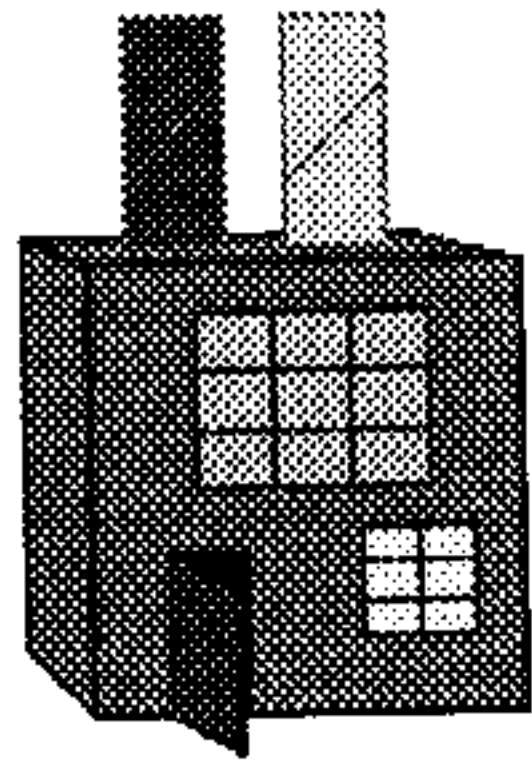
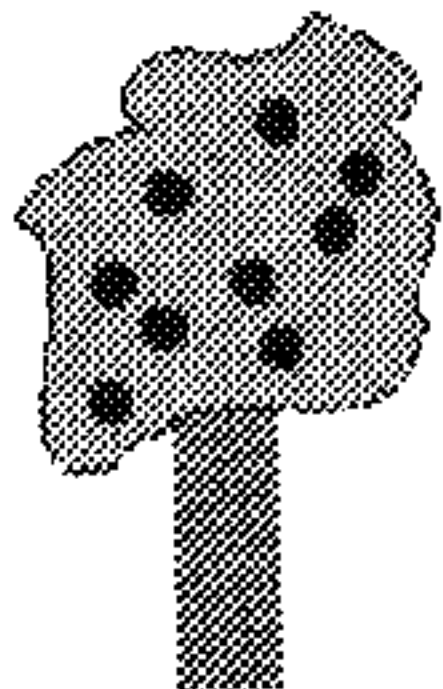
Earth's Eastern Hemisphere

Earth's Western Hemisphere

Level 1 Term 4 Week 3 Day 1-6

Making a box town

BOX TOWN

This is an easy way to make a toy town using old boxes, cartons, colored paper, scissors, tape, paper tubes, and crayons.

	To make buildings: • Wrap up boxes and other empty containers with colored paper. • Have an adult cut out doors if wanted. • Use tissue tubes for chimneys. • Decorate with windows, flower boxes, etc.
	To make trees: • Use a tissue paper tube for the trunk. • Draw a green blob on stiff paper or cardboard for the leaf canopy and cut it out. • Tape the green canopy to the tube.

Level 1 Term 4 Week 4 Day 4

Classroom Rules

Keep your hands to yourself.

Raise your hand before speaking.

Keep your feet to yourself.

Be a good listener.

Help one another.

Do your best work.

Level 1 **Term 4** **Week 4** **Day 4**

What's the Rule?

- You are walking by your neighbor and take his pencil. What rule are you breaking? (Keep your hands to yourself)
- You know the answer to a question and call it out. What rule are you breaking? (Raise your hand before speaking)
- You are goofing off with your friend and step on her shoes. What rule are you breaking? (Keep your feet to yourself)
- You see another classmate needs help putting cleaning up the dramatic play area but you do not help. What rule are you breaking? (Help one another)
- You are looking out the window watching another class play on the playground while directions are given for the assignment. What rule are you breaking? (Be a good listener)
- You are in a hurry and want to go to lunch so you quickly finish your coloring sheet. What rule are you breaking? (Do your best work)
- You are playing with the little girl's hair who is in front of you in line. What rule are you breaking? (Keep your hands to yourself)
- You interrupt the teacher while she is reading a book to ask a question. What rule are you breaking? (Raise your hand before speaking)
- You see that your friend's shoestrings are untied and you step on them as he is walking beside you. What rule are you breaking? (Keep your feet to yourself)
- Your friend needs help putting a puzzle together but you go look at a book instead. What rule are you breaking? (Help one another)
- Another classmate is sharing a story with the class and you are not paying attention. What rule are you breaking? (Be a good listener)
- You don't like the math assignment and guess at the answers instead of trying to work it out. What rule are you breaking? (Do your best work)
- You are looking at the Easter bulletin board in the classroom and pull the grass down because you want a piece. What rule are you breaking? (Keep your hands to yourself)
- You kick a piece of balled paper that was on the floor and it hits another student in the face. What rule are you breaking? (Keep your feet to yourself)
- The teacher is at the door talking to a parent and you interrupt the conversation by asking a question. What rule are you breaking? (Raise your hand before speaking)

Level 1 Term 4 Week 5 Day 1,2

Additional activity

Days of the Week

Draw the following characters for each day of the week on large circles. Paint them with bright colors.

Sunday-Sun

Monday-Mickey Mouse or monkey

Tuesday-turkey (colorful)

Wednesday-wolf

Thursday-Three

Friday-frog

Saturday-Swan

They will look nice in your class and let the children use the words daily.

Tuesday and Thursday are the two days first graders get mixed up knowing! Then you must have a good lesson on "T" and "TH"

Level 1 Term 4 Week 6 Day 3

Seasons
Worksheet

1-How many seasons are there in a year? Write the names.

____

____

____

Look at the pictures; describe what happens in each season by writing few words.

____

____

____

____